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ABSTRACT

This instructor's guide is designed to accompany the sixty-seven modules for a housing and home furnishings course (available separately--see note). Two types of information are provided for each module. The first page of the materials for the module correlates contents of the module (student information, student self-checks, and evaluator's final checklist) to learning activities. Recommended references are listed. The second part of the materials for each module is a chart of the learning activities (by number), which lists tools, equipment, and supplies needed and provides space for teacher notes. Some visual aid masters are provided. (YLB)

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CE 027 191

ED194796

INSTRUCTOR'S GUIDE

HOUSING AND HOME FURNISHINGS MODULES

State Department of Education
Home Economics Education Section
Office of Vocational Education
Columbia, South Carolina 29201

In cooperation with

Vocational Education Media Center
Clemson University
Clemson, South Carolina 29631

1980

U.S. DEPARTMENT OF HEALTH,
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MAKING HOUSING CHOICES TO SATISFY VALUES, STANDARDS, AND GOALS

CONTENTS OF MODULE

	Activity	Page
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SORTING OUR VALUES	3,4	2
FAMILY DESCRIPTION	6	3
Student Self-Checks		
HOUSING VALUES AND NEEDS	2	2
SORTING OUR VALUES	5	3
Evaluator's Final Checklist: MAKING HOUSING CHOICES TO SATISFY VALUES, STANDARDS, AND GOALS	7	7

RECOMMENDED REFERENCES

TOPIC: Values, Standards, and Goals of Family Members

Lewis, Evelyn L., Housing Decisions, Goodheart-Wilcox Co., Inc., 1978, pp. 9-30
Housing for Satisfaction, South Holland, IL: Goodheart-Wilcox, 1978.
Sherwood, Ruth F. Homes Today and Tomorrow, Revised. Peoria: Chas. A. Bennett Co. Inc. 1976.

Objective MEE No. 4

Module No. 1

MAKING HOUSING CHOICES TO SATISFY VALUES, STANDARDS, AND GOALS

(Title)

Learning Activity No.	Suggestions	Tools, Equipment and Supplies	Teacher's Notes
1	Arrange for the student to read an appropriate reference on values and needs for housing		
2	None		
3	None		
4	The student needs to have a partner or someone to survey		
5	The student may need to be checked orally on this information.		

Objective MFE No. 4

Module No. 1

MAKING HOUSING CHOICES TO SATISFY VALUES, STANDARDS, AND GOALS

(Title)

Learning Activity No.	Suggestions	Tools, Equipment and Supplies	Teacher's Notes
6	None		
7	Check student out using Evaluator's Final Checklist.		

MAKING HOUSING CHOICES TO SATISFY NEEDS AND INTERESTS

CONTENTS OF MODULE

Student Information	Activity	Page
GLOSSARY OF TERMS	2	2
TASKS TO FINISH	5	3
OUTLINE OF HOUSING NEEDS	6	4
LIFE CYCLE BULLETIN BOARD PATTERN	8	5
Student Self-Checks		
THE FAMILY LIFE CYCLE	3	3
HOUSING NEEDS	7	5
Evaluator's Final Checklist: MAKING HOUSING CHOICES TO SATISFY NEEDS AND INTERESTS	9	9

SUGGESTED AUDIO-VISUAL MATERIALS

Family Life Cycle transparency (from Media Center Family Life Ed. collection.)

RECOMMENDED REFERENCES

TOPIC: Making Housing Choices to Satisfy Needs and Interests

Brinkley, Chamberlain, Champion. Teen Guide to Homemaking, NY, McGraw-Hill, 1978, pp. 31-32. . . . 1,4
Lewis, Evelyn L. Housing Decisions, South Holland, IL, Goodheart-Wilcox Co., Inc., 1978, p. 35.
Education Development Center, Making Connections, Exploring Childhood Program, Cambridge, MA, 1977.

Objective MFE No. 4

Module No. 2

MAKING HOUSING CHOICES TO SATISFY NEEDS AND INTERESTS

(Title)

Learning Activity No.	Suggestions	Tools, Equipment and Supplies	Teacher's Notes
1.	Provide recommended references.		
2.	None		
3.	None		
4.	Provide recommended references.		
5.	None		

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Objective MPE No. 4

Module No. 2

MAKING HOUSING CHOICES TO SATISFY NEEDS AND INTERESTS

(Title)

Learning Activity No.	Suggestions	Tools, Equipment and Supplies	Teacher's Notes
6.	None		
7.	None		
8.	You may wish to vary this activity somewhat for different students. Mobiles or collages could be constructed.	Colored paper Rulers Scissors Marking pens	
9.	Use the Evaluator's Final Checklist for checking the student out.		

MAKING HOUSING CHOICES WITHIN AVAILABLE RESOURCES

CONTENTS OF MODULE

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MEASURING RESOURCES	3	3
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Evaluator's Final Checklist: MAKING HOUSING CHOICES WITHIN AVAILABLE RESOURCES	7	7

SUGGESTED AUDIO-VISUAL MATERIALS

None

RECOMMENDED REFERENCES

TOPIC: Making Housing Choices Within Available Resources

Lewis, Housing Decisions, South Holland, Ill.: Goodheart-Wilcox, 1978. 1,4
Sherwood, Homes Today and Tomorrow, Peoria, Ill.: Chas. A. Bennett, 1977.
Troelstrup, The Consumer in American Society, New York: McGraw-Hill, 1977.

Objective MFE No. 4

Module No. 3

MAKING HOUSING CHOICES WITHIN AVAILABLE RESOURCES

(Title)

Learning Activity No.	Suggestions	Tools, Equipment and Supplies	Teacher's Notes
1.	Use other references if the one listed is not available.		
2.	None.		
3.	None		
4.	Use other references if the one listed is not available.		
5.	None.		

Objective MFE No. 4

Module No. 3

MAKING HOUSING CHOICES WITHIN AVAILABLE RESOURCES

(Title)

Learning Activity No.	Suggestions	Tools, Equipment and Supplies	Teacher's Notes
6.	None.		
7.	Use the Evaluator's Final Checklist for checking the student out.	Student Information, A FAMILY CASE STUDY. Set of house plans which could be built for about $37,000. Set of house plans for a house which would cost about $75,000.	

Objective MFE No. 4 Module No. 4

CHOOSING A COMMUNITY

CONTENTS OF MODULE

Student Information	Activity	Page
COMMUNITY SERVICES AVAILABLE	3	2
WHO CAN GIVE INFORMATION?	5	3
Student Self-Checks		
WHAT I WANT IN COMMUNITY SERVICES	2	2
FIFTEEN MOST IMPORTANT COMMUNITY SERVICES	4	2
WHERE TO FIND COMMUNITY SERVICE INFORMATION	6	3
Evaluator's Final Checklist: CHOOSING A COMMUNITY	7	5

SUGGESTED AUDIO-VISUAL MATERIALS

None

RECOMMENDED REFERENCES

TOPIC: Choosing a Community

Sherwood, Homes Today and Tomorrow, Peoria, Charles A. Bennett Co., 1977.
Better Business Bureau, Facts You Should Know About Buying or Building a Home, Boston, 1978.
S.C. Agriculture Extension Service, Clemson University, Homesite Selection Checklist.

Objective MFE No. 4

Module No. 4

CHOOSING A COMMUNITY

(Title)

Learning Activity No.	Suggestions	Tools, Equipment and Supplies	Teacher's Notes
1	Have references available for students.	Recommended reference: Sherwood, Ruth F., Homes Today and Tomorrow, pp. 167-169.	
2	None		
3	None		
4	None		
5	None		

Objective MFE No. 4

Module No. 4

CHOOSING A COMMUNITY (contd.)

(Title)

Learning Activity No.	Suggestions	Tools, Equipment and Supplies	Teacher's Notes
6	None		
7	Arrange time with student to go through Check-Out Activities.		

Objective MFE No. 4

Module No. 5

CHOOSING A HOME SITE

CONTENTS OF MODULE

Student Information	Activity	Page
GLOSSARY OF TERMS	1	2
STUDY THE LOT	3	2
Student Self-Checks		
CHOOSING MY PIECE OF LAND	4	3
Instructor's Final Checklist: CHOOSING A HOME SITE	5	6

SUGGESTED AUDIO-VISUAL MATERIALS

Overhead transparencies showing one-level houses and multiple-level houses. Transparencies showing orientation of house in relation to sun and wind.

RECOMMENDED REFERENCES

TOPIC: Choosing a Home Site 2

Lewis, Evelyn L., Housing Decisions, South Holland, Ill.: Goodheart-Wilcox, 1978.
Sherwood, Homes Today and Tomorrow, Peoria, Ill.: Charles A. Bennett Co., Inc., 1978.

Objective MFE No. 4 Module No. 5

CHOOSING A HOME SITE

(Title)

Learning Activity No.	Suggestions	Tools, Equipment and Supplies	Teacher's Notes
1	None		
2	Have reference available for student.	Recommended reference: Lewis, Evelyn L. Housing Decisions, pp. 82-91.	
3	None		
4	None		
5	Use Evaluator's Final Checklist and Score Sheet for site evaluation. Locate a vacant lot suitable for student to evaluate as a home site.	Collection of house plans.	

Objective MFE No. 4

Module No. 6

RATING TYPES OF HOUSING

CONTENTS OF MODULE

Student Information	Activity	Page
GLOSSARY OF TERMS	1	2
SUMMARY: TYPES OF HOUSING	4	3
SURVEY FORM – INTERVIEWING FOR TYPES OF HOUSING	6	6
QUALITY CHECK IN SELECTING A MOBILE HOME	9	8
RATING PERMANENT HOUSING	12	10
Student Self-Checks		
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ADVANTAGES AND DISADVANTAGES OF TYPES OF HOUSING	8	7
Evaluator's Final Checklist: RATING TYPES OF HOUSING	17	14

SUGGESTED AUDIO-VISUAL MATERIALS

Masters for Transparencies - types of housing

RECOMMENDED REFERENCES

TOPIC: Rating Types of Housing

Morton, Ruth, et al. The Home: Its Furnishings and Equipment, New York: Webster Division, McGraw-Hill Book Company, 1979.

Sherwood, Ruth F. Homes Today and Tomorrow, Revised, Peoria, Illinois: Bennett Company, Inc., 1976.

Objective MPE No. 4 Module No. 6

RATING TYPES OF HOUSING

(Title)

Learning Activity No.	Suggestions	Tools, Equipment and Supplies	Teacher's Notes
1	None		
2	Have references available for students	Sherwood, Homes Today and Tomorrow, pp. 136-146. Also, pp. 207-219, "Choosing an Apartment" Morton, et al, The Home, pp. 20-22; 64-89.	
3	Sunday editions of newspaper contain real estate listings.	Newspapers	
4	None		
5	None		

Objective MFL No. 4

Module No. 6

RATING TYPES OF HOUSING (contd.)

(Title)

Learning Activity No.	Suggestions	Tools, Equipment and Supplies	Teacher's Notes
6	None		
7	Transparency masters, "Types of Housing" are included if desired.	Bulletin board Pictures from magazines of types of housing Cardboard or paper for labeling	
8	None		
9	None		
10	Would be good to do as a field trip.		

Objective MFE No. 4 Module No. 6

RATING TYPES OF HOUSING (contd.)

(Title)

Learning Activity No.	Suggestions	Tools, Equipment and Supplies	Teacher's Notes
11	None		
12	None		
13	Can be done individually or as a field trip	Pictures from magazines for a display of permanent housing structures. Cardboard or paper for labeling.	
14	Provide time in class for student discussion.		
15	Make references available to students.		

Objective MPE No. 4

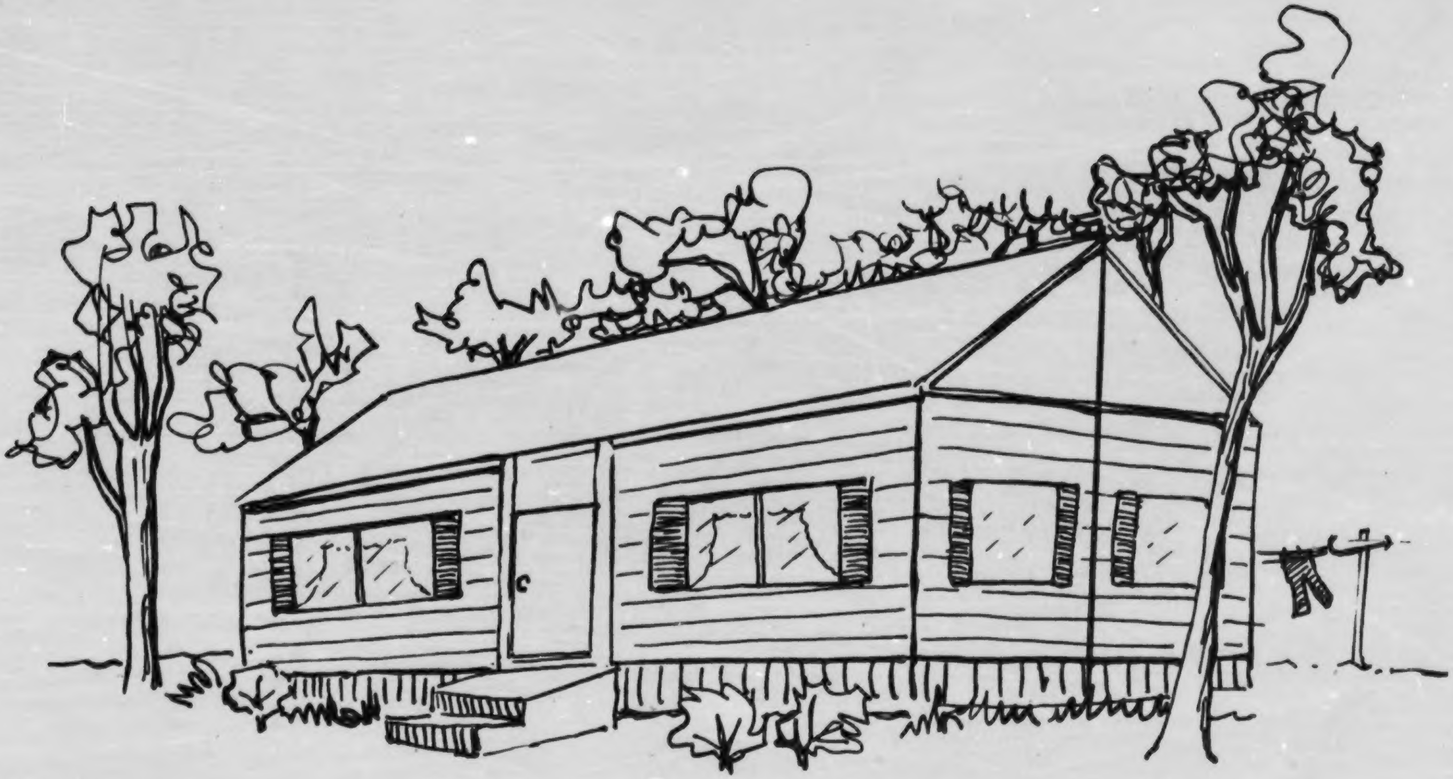
Module No. 6

RATING TYPES OF HOUSING (contd.)

(Title)

Learning Activity No.	Suggestions	Tools, Equipment and Supplies	Teacher's Notes
16		Pictures of different kinds of apartment dwellings. Bulletin board Cardboard or paper for labeling.	
17	Arrange time to complete Final Checklist with student.		

MOBILE HOME



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CUSTOM BUILT HOUSE

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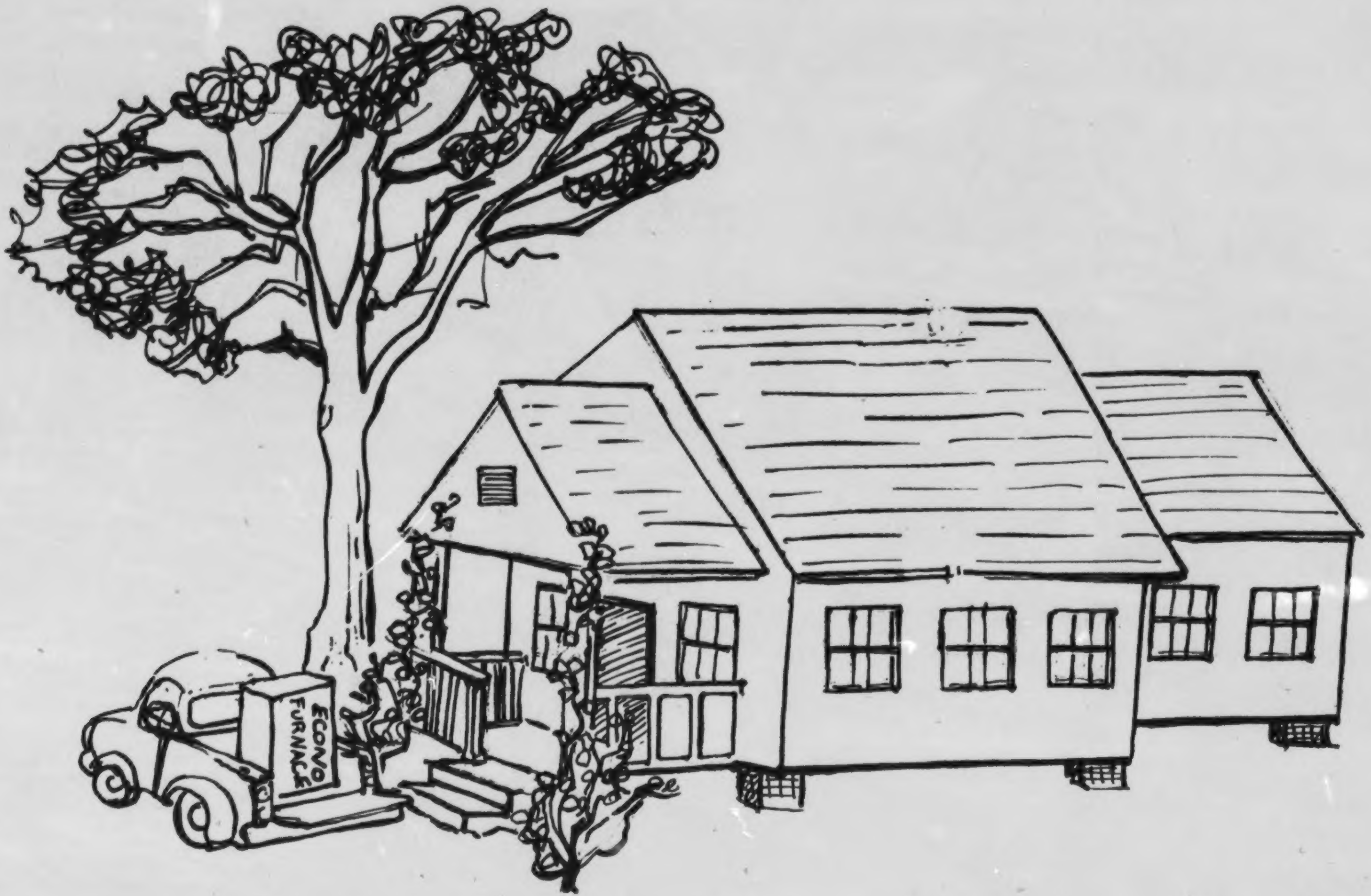
OLDER HOUSE



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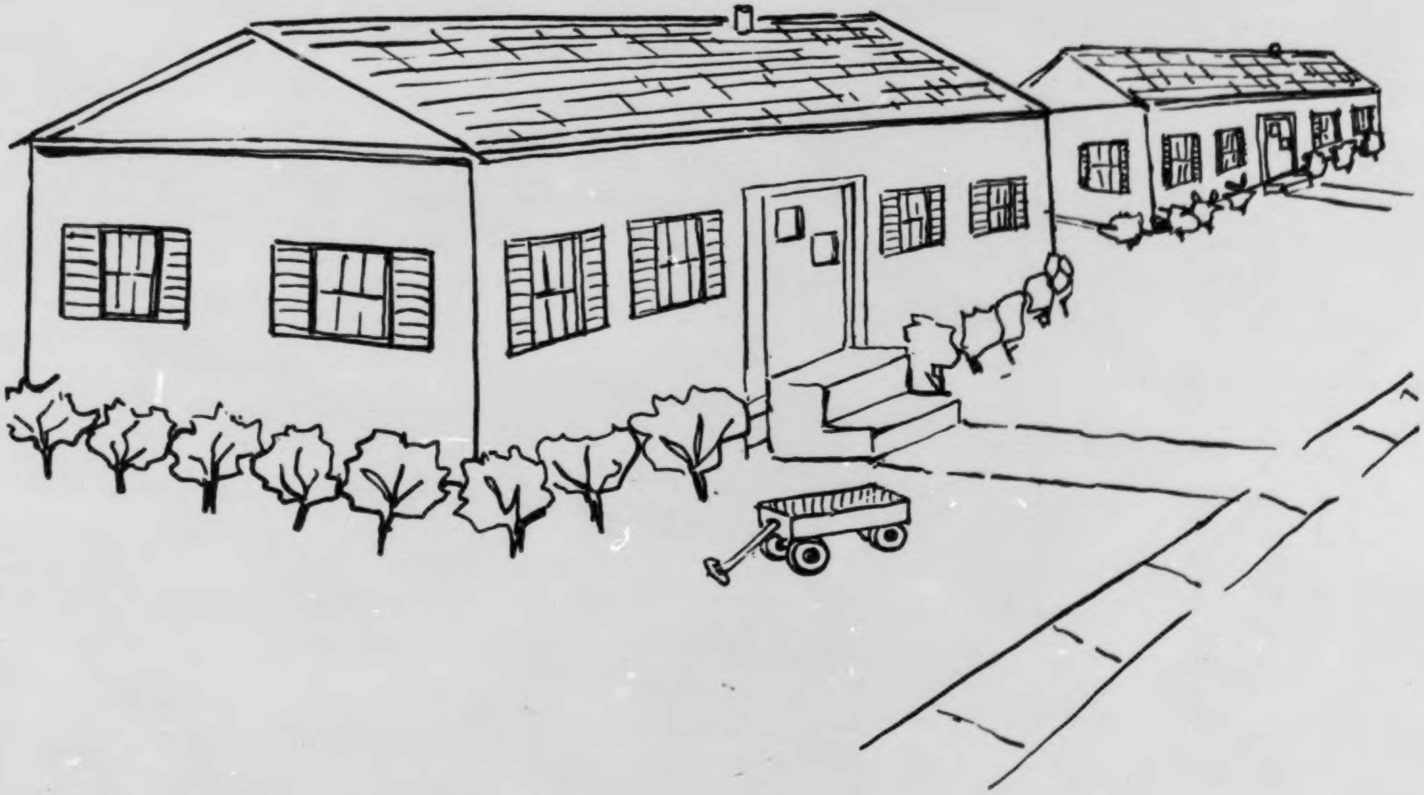
DEVELOPMENT HOUSE



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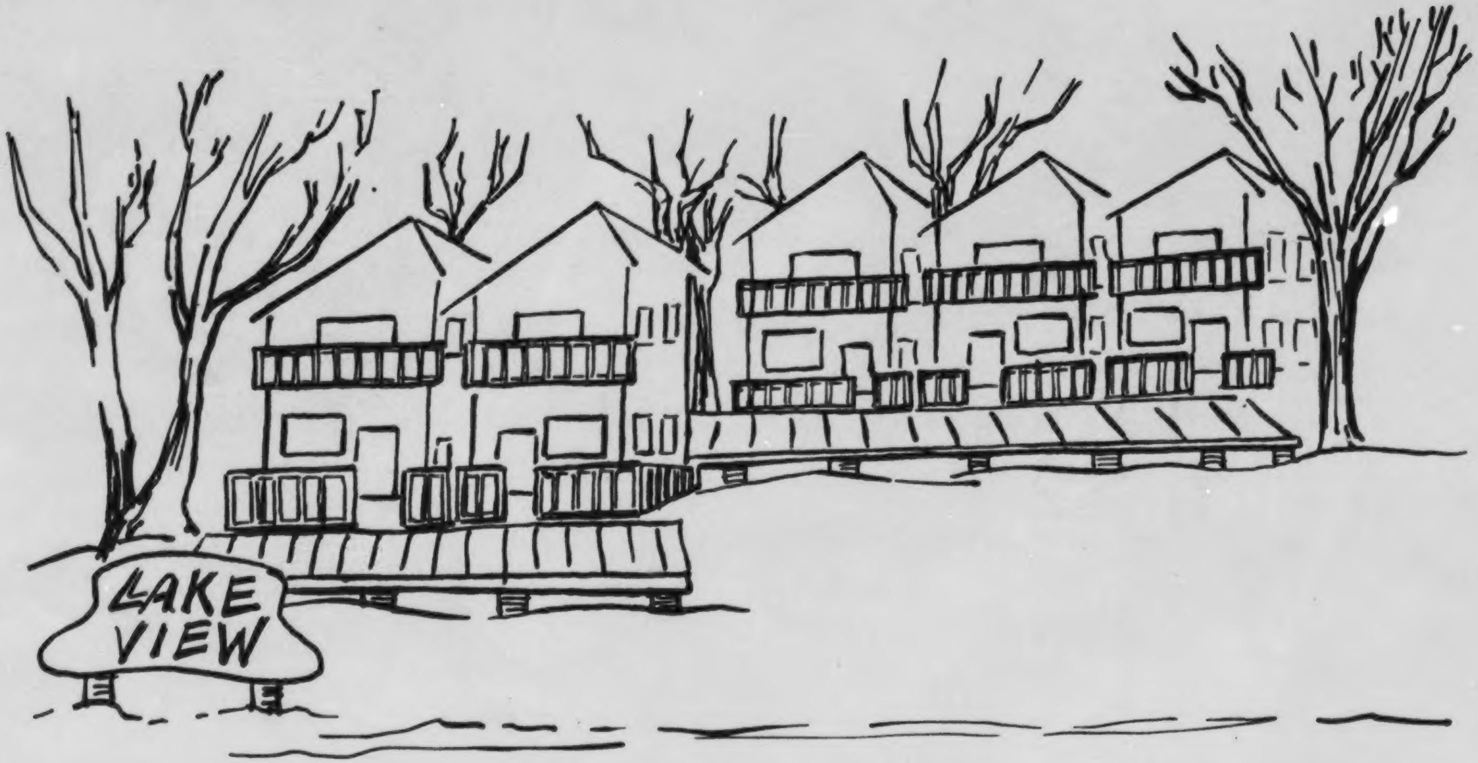
CONDOMINIUM



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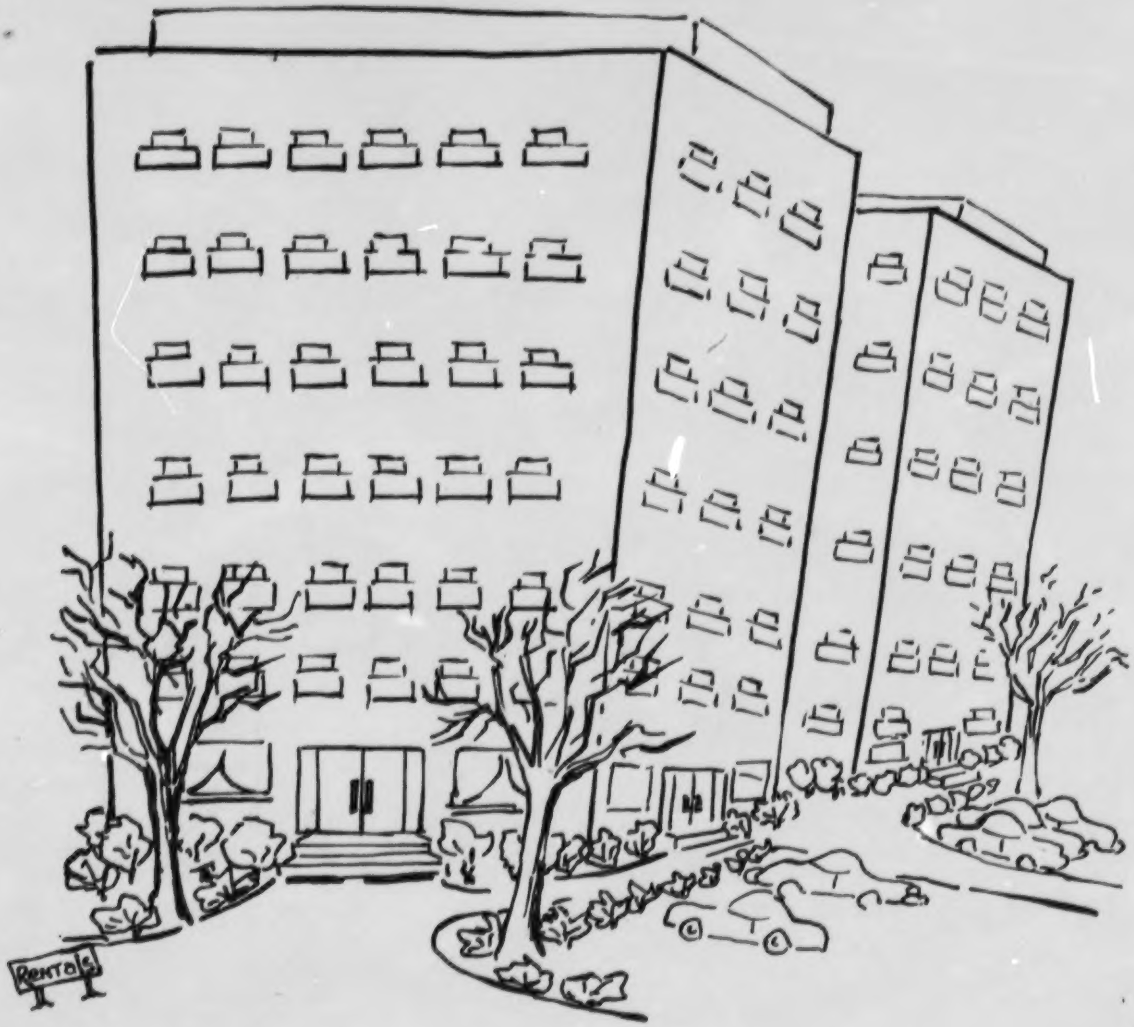
APARTMENT



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Objective MFE No. 4 Module No. 7

RATING HOUSE PLANS

CONTENTS OF MODULE

Student Information	Activity	Page
TRAFFIC PATTERNS	1	2
SPACE NEEDS OF A FAMILY	4	3
ANALYZE AND SCORE YOUR HOUSE PLAN	5	4

Student Self-Checks

NONE

	Activity	Page
Evaluator's Final Checklist: RATING HOUSE PLANS	6	5

SUGGESTED AUDIO-VISUAL MATERIALS

Transparencies of house plans and traffic patterns 2

RECOMMENDED REFERENCES

TOPIC: Rating House Plans

Morton, Ruth and Guthrie, Virginia, et al, The Home: Its Furnishings and Equipment, New York: Webster Division, McGraw-Hill Book Co., 1979. 2,3

Sherwood, Ruth F., Homes Today and Tomorrow, Revised, Peoria, Illinois: Bennet Co., Inc., 1976.

Objective MFE No. 4 Module No. 7

RATING HOUSE PLANS

(Title)

Learning Activity No.	Suggestions	Tools, Equipment and Supplies	Teacher's Notes
1.	None		
2.	These transparency masters follow. Have references available for students if necessary.	Overhead projector	
3.	Have reference available for students.		
4.	None		
5.	None		

Objective MFE No. 4

Module No. 7

RATING HOUSE PLANS

(Title)

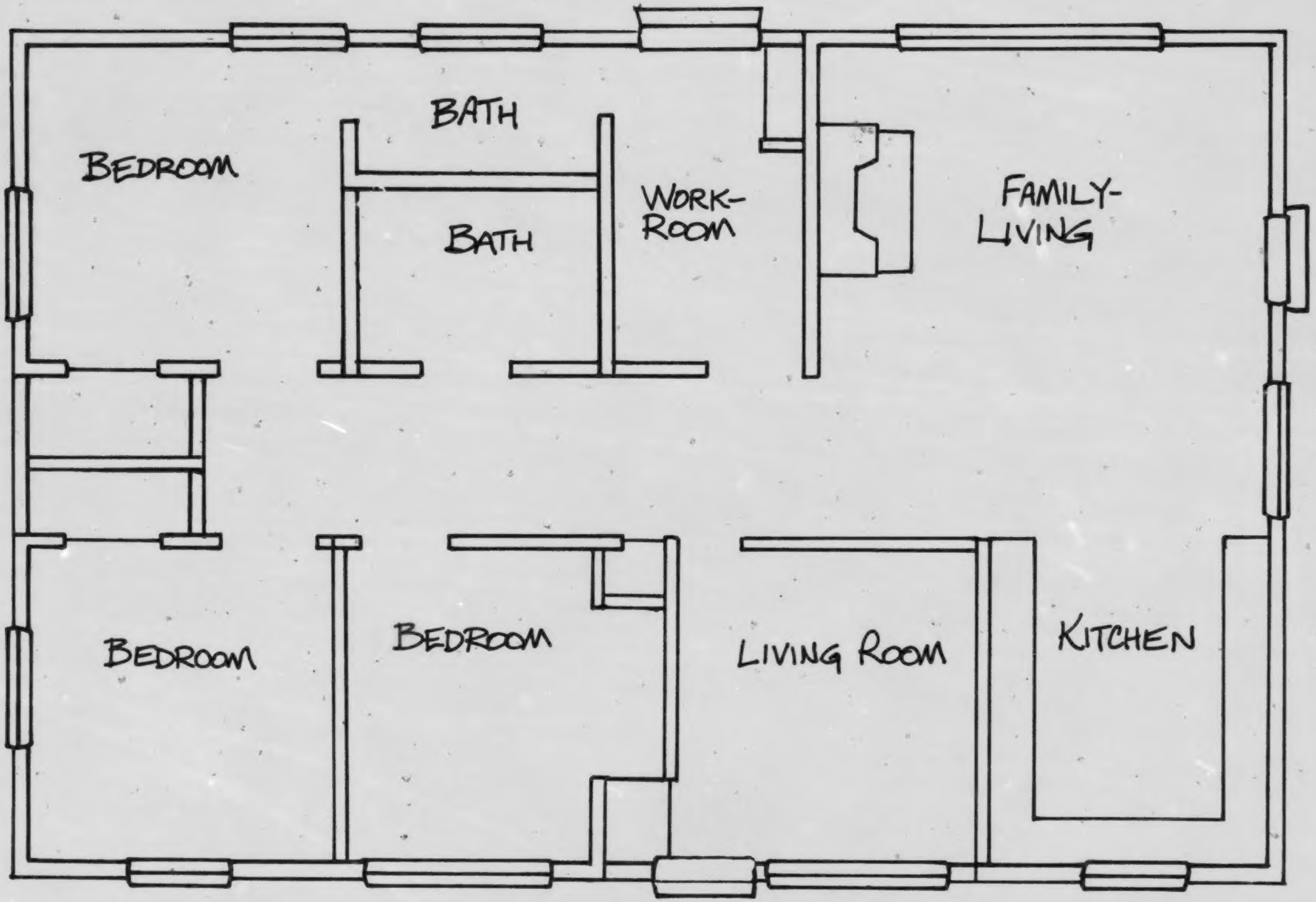
Learning Activity No.	Suggestions	Tools, Equipment and Supplies	Teacher's Notes
6.	Arrange for student to complete the Check-Out Activities. Answers for Evaluator's Final Checklist found in teacher's handbook section.		

RATING HOUSE PLANS

Evaluator's Final Checklist
Answer Sheet

The student should have considered the following items:

1. The bedrooms may be converted to studio space if the Joneses wish.
2. The dining room is small, but the patio just outside the living room and dining room will extend their entertainment space.
3. The outside storage space will be good for garden tools, etc.
4. Additional lighting might be added to ensure enough light for their artistic activities.
5. Closets in the small bedrooms would probably provide enough storage for their art supplies.


BATH
BEDROOM
BATH
WORK-ROOM
FAMILY-LIVING
BEDROOM
BEDROOM
LIVING ROOM
KITCHEN

Vocational Education Media Center, Clemson University, Clemson, S. C. 29631, and
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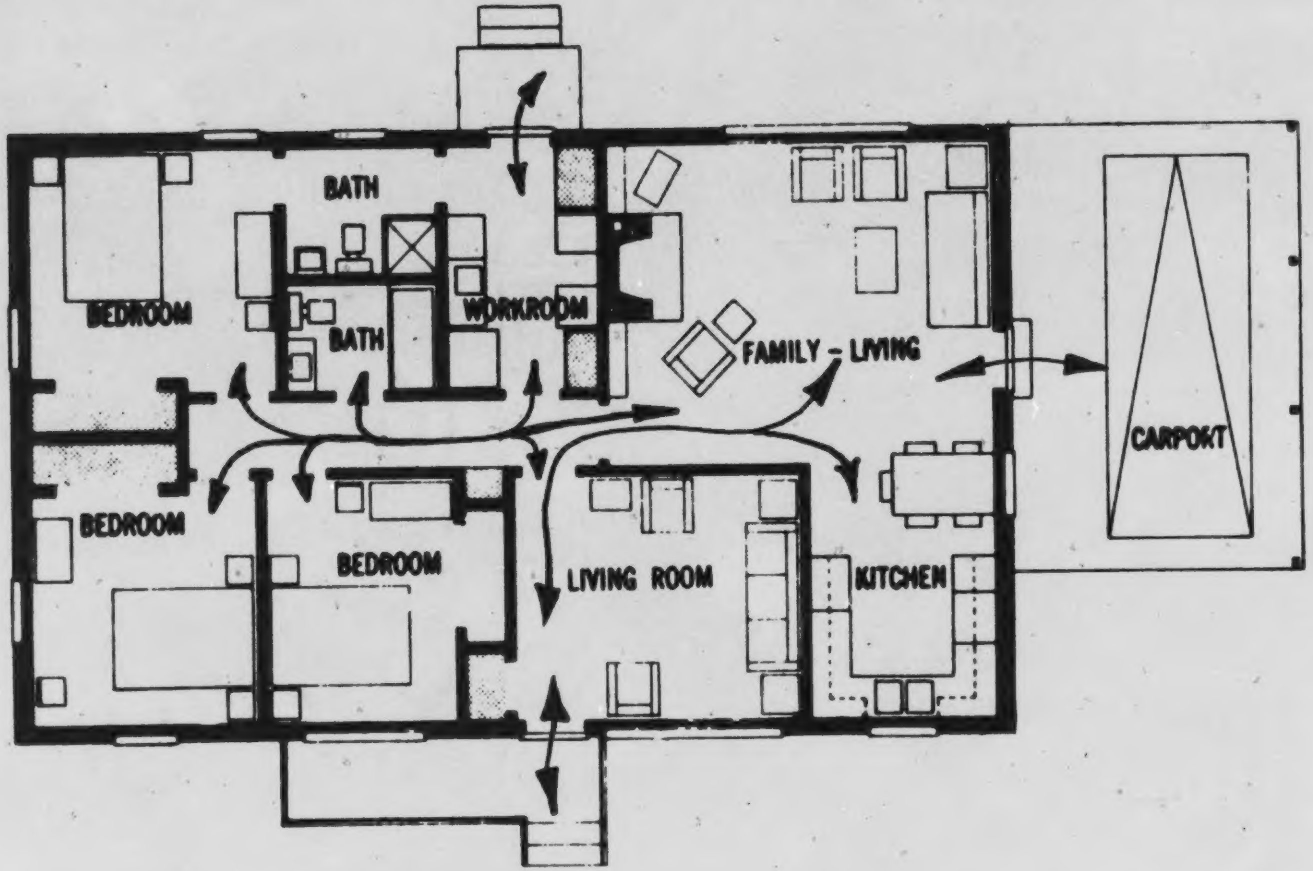
BATH
BEDROOM
BATH
WORKROOM
FAMILY - LIVING
CARPORT
BEDROOM
BEDROOM
LIVING ROOM
KITCHEN

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RATING A READY-BUILT HOUSE

CONTENTS OF MODULE

Student Information	Activity	Page
RATING A READY-BUILT HOUSE	3	3

Student Self-Checks

None

	Activity	Page
Evaluator's Final Checklist: RATING A READY-BUILT HOUSE	9	6

SUGGESTED AUDIO-VISUAL MATERIALS

None

RECOMMENDED REFERENCES

TOPIC: Ready-Built Houses

Morton, Ruth; Geuther, Hilda; and Guthrie, Virginia, The Home: Its Furnishings and Equipment, New York, New York: Webster Division, McGraw-Hill Book Company, 1978.

Sherwood, Ruth F. and Sherwood, George H., Homes Today and Tomorrow, Peoria, Illinois: Charles A. Bennett Company, Inc., 1976.

Objective E No. 4

Module No. 8

RATING A READY-BUILT HOUSE

(Title)

Learning Activity No.	Suggestions	Tools, Equipment and Supplies	Teacher's Notes
1	The reference in The Home: Its Furnishings and Equipment is the better reference if it is available to you.	The Home: Its Furnishings and Equipment, pp. 90-119; Homes Today and Tomorrow, pp. 190-195.	
2	If possible, make two days of this so that each resource person will have enough time.		
3	This activity should be a field trip in order to be most effective.		
4	Have this reference or another of your choice available for student use.	The Home: Its Furnishings and Equipment, pp. 90-119 has energy-saving tips throughout the entire chapter.	
5	Contact utility companies or building contractors for information.		

Objective MFE No. 4 Module No. 8

RATING A READY-BUILT HOUSE (contd.)

(Title)

Learning Activity No.	Suggestions	Tools, Equipment and Supplies	Teacher's Notes
6	Have this reference or another of your choice available for student use.	Homes Today and Tomorrow, pp. 104-106	
7	Make arrangements for guest speaker.		
8	None		
9	Check student out using check-out materials		
	70		

Rating the Energy Conservation of a House

Answers

Suggestions.

Heating system: Adequate, but might consider converting to fuel source other than oil.

Cooling: No, it is more efficient to use other methods of cooling. Electrical window units are the least energy efficient way of cooling.

Roof: Adequate, gutter will need repair or replacement.

Finish: Adequate, brick walls and insulation should conserve energy.

Fireplace: Inadequate, air outside can come into the house and inside air escape through the damper. Chimney is unsafe.

Foundation: Adequate, all indications are that the foundation is sound.

Plumbing: Adequate, all seems to be in good repair and efficient.

Floors: Adequate, floors kept in good repair and insulated will conserve energy.

Attic: Probably adequate, some more insulation would help.

Doors and windows: Adequate, very little air would get into or out through tight and well-caulked windows and doors.

Electrical system: Not adequate, more circuits are necessary; also more electrical outlets are needed to prevent overloading after the circuits are added.

SELECTING WINDOW TREATMENTS

CONTENTS OF MODULE

	Activity	Page
Student Information		
SAVING ENERGY WITH WINDOW TREATMENTS	7	8
Student Self-Checks		
KNOW YOUR WINDOWS	3	2
PARTS OF A WINDOW	6	8
SAVING ENERGY	8	9
Evaluator's Final Checklist: SELECTING WINDOW TREATMENTS	13	11

SUGGESTED AUDIO-VISUAL MATERIALS

Transparencies of window types, parts, and treatments. 1,4,9

RECOMMENDED REFERENCES

TOPIC: Window Styles and Treatments

Allen, The Young Decorator, Brigham Young Univ. Press, 1975, pp. 117-125, 130-135. 2,5,10
Better Homes & Gardens, Decorating Book, Meredith Press, 1976, pp. 185-215.
Kirsch Co., Windows Beautiful, Sturgis, Mich., 1977, pp. 5-138.
Lewis, Housing Decisions, Goodheart-Willcox Co., 2nd ed. , 1978, pp. 188-196.
Morton, et al, The Home: Its Furnishings and Equipment, Webster Div. McGraw-Hill, 1979, pp. 332-341.
Sherwood, Homes Today and Tomorrow, Bennett, rev. ed., 1976, pp. 92-95, 310-313.

Objective M No. 40

Module No.9

SELECTING WINDOW TREATMENTS

(Title)

Learning Activity No.	Suggestions	Tools, Equipment and Supplies	Teacher's Notes
1	Arrange time in class to view transparencies	Transparencies Projector Screen	
2	Have reference available for student		
3	None		
4	Arrange time in class to view transparencies	Transparencies Projector Screen	
5	Have reference available for student.		

Objective M No. 40

Module No. 9

SELECTING WINDOW TREATMENTS (contd.)

(Title)

Learning Activity No.	Suggestions	Tools, Equipment and Supplies	Teacher's Notes
6	None		
7	None		
8	None		
9	Arrange time in class to view transparencies	Transparencies Projector Screen	
10	Have reference available for student		

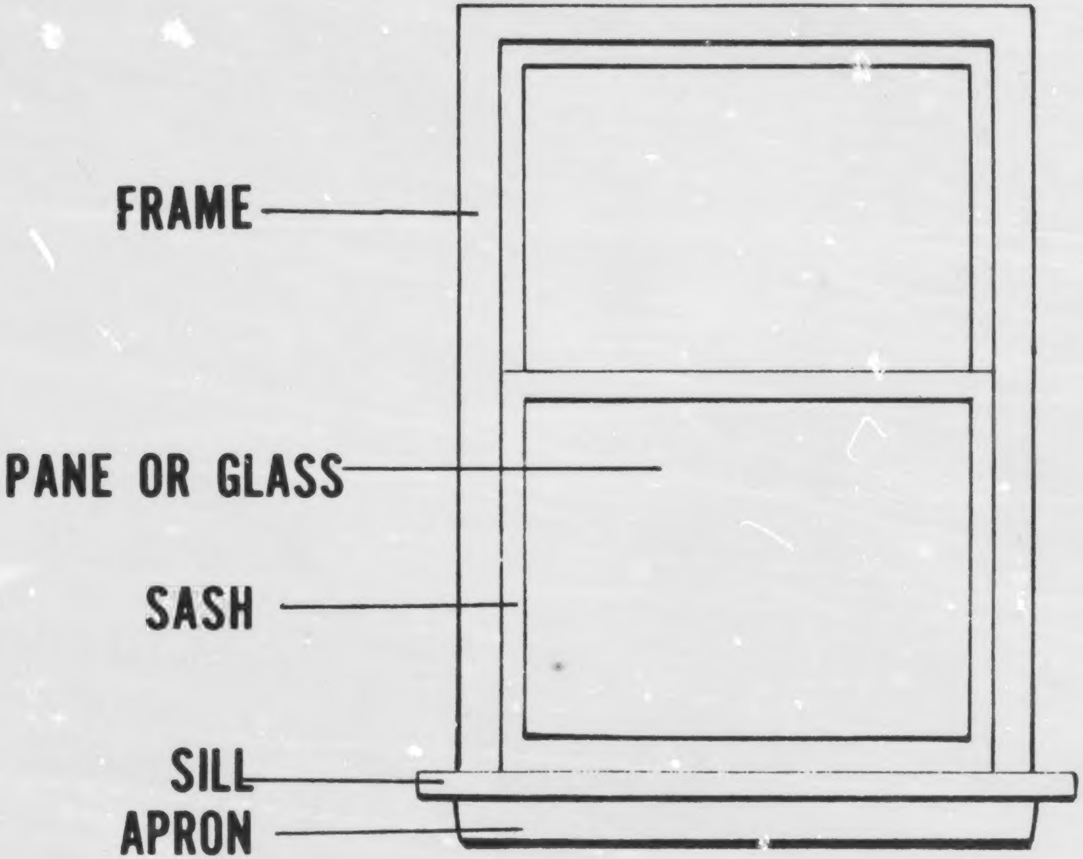
Objective MFE No. 40 Module No. 9

SELECTING WINDOW TREATMENTS (contd.)

(Title)

Learning Activity No.	Suggestions	Tools, Equipment and Supplies	Teacher's Notes
11		Magazines, catalogs, decorating booklets, etc. Glue, scissors, construction paper	
12		Bulletin board	
13	Use Evaluator's Final Checklist for checking the student out.	Magazines, catalogs, decorating booklets, etc. Six window situations	

PARTS OF A WINDOW


FRAME
PANE OR GLASS
SASH
SILL
APRON

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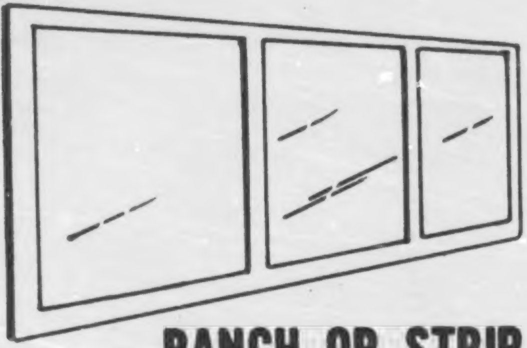
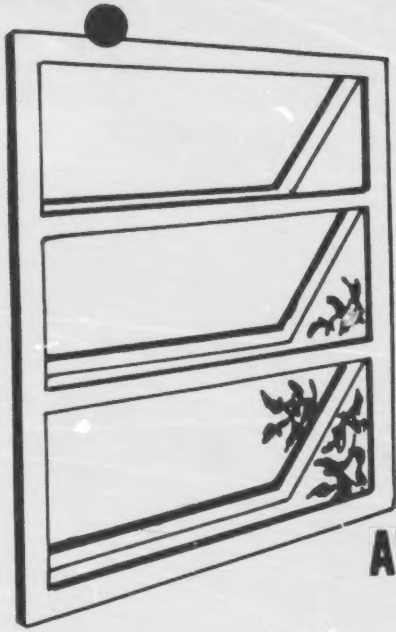
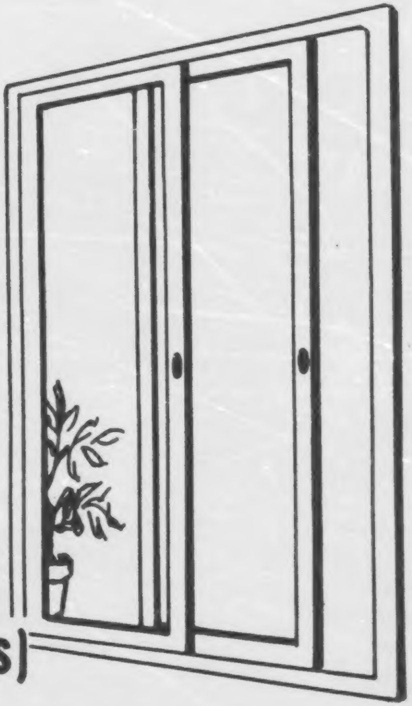
TYPES OF WINDOWS



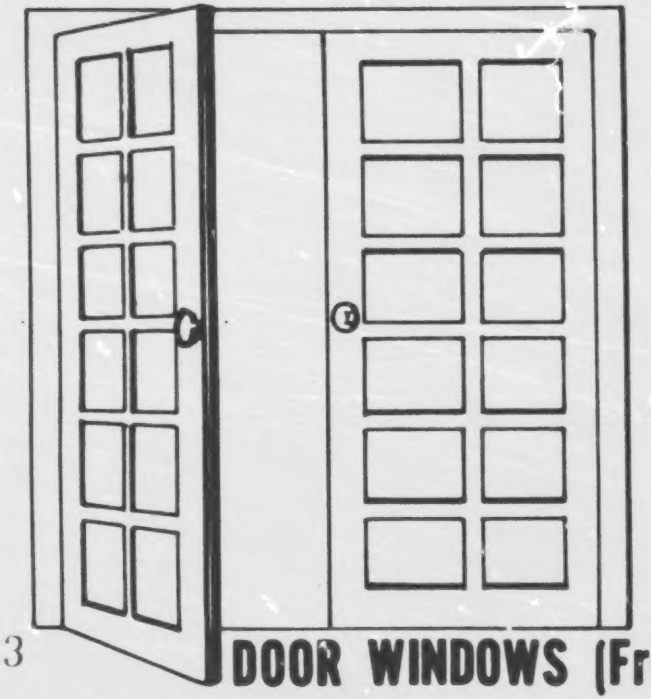
RANCH OR STRIP



AWNING



DOOR WINDOWS
(Sliding Glass Doors)



DOOR WINDOWS (French Doors)

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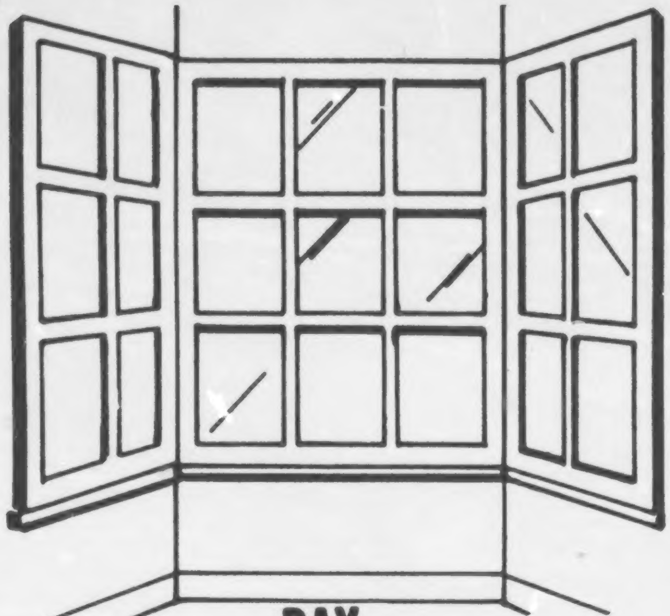
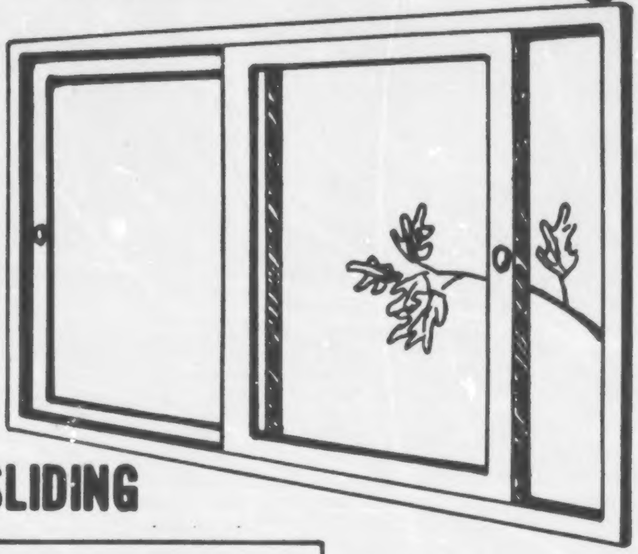
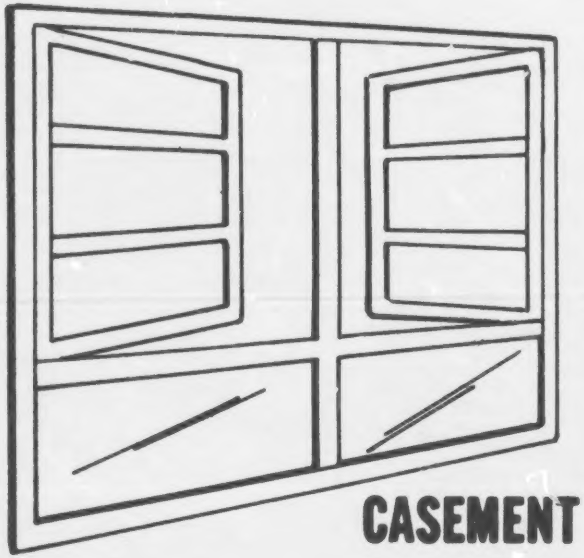
TYPES OF WINDOWS



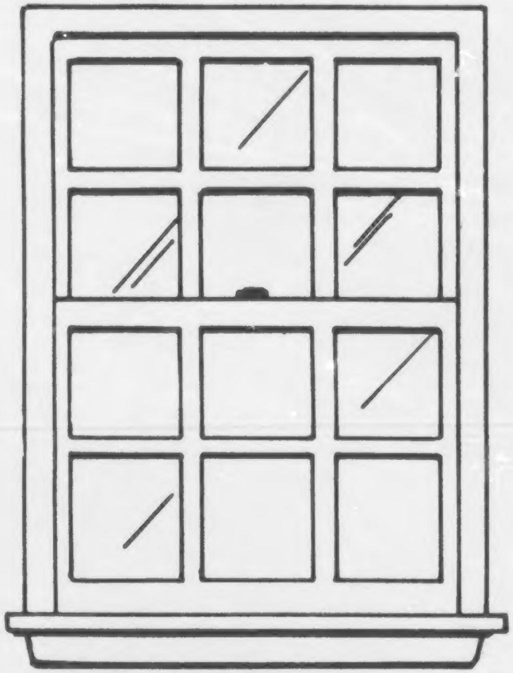
BAY



SLIDING



CASEMENT



DOUBLE HUNG

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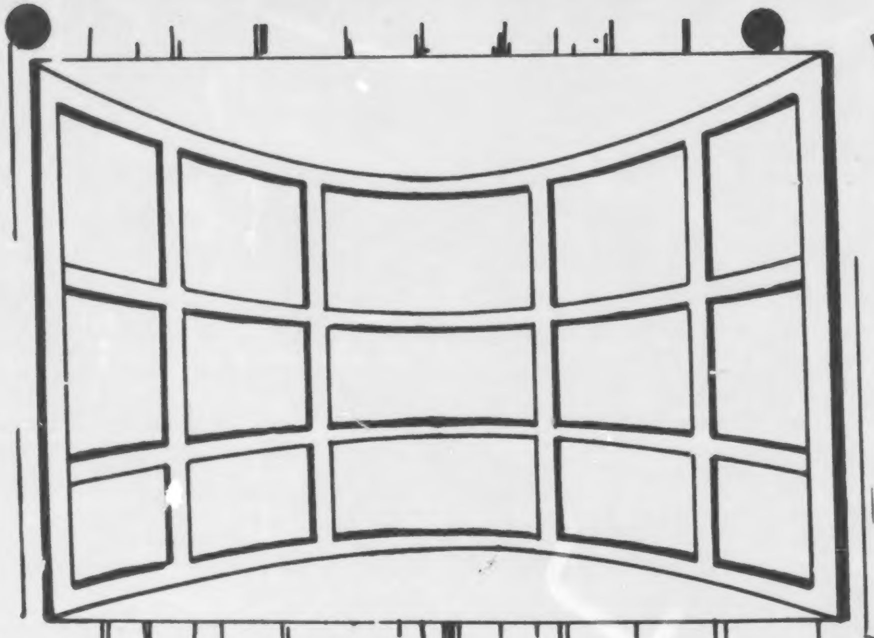
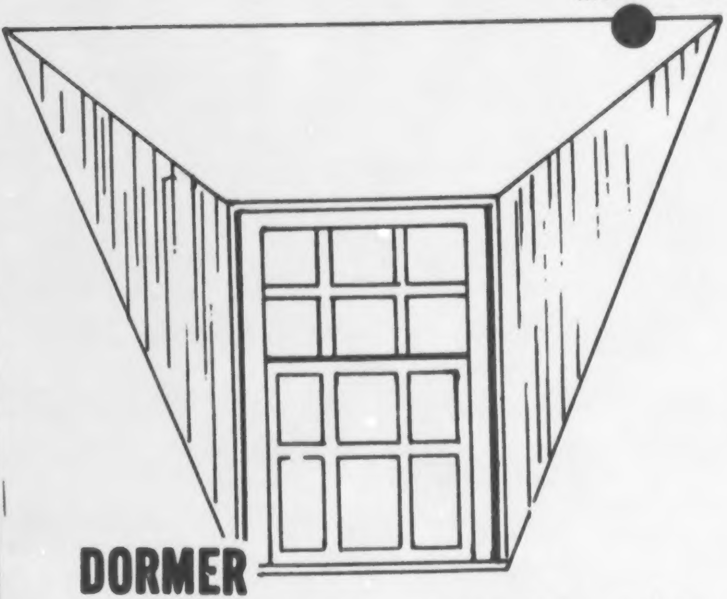
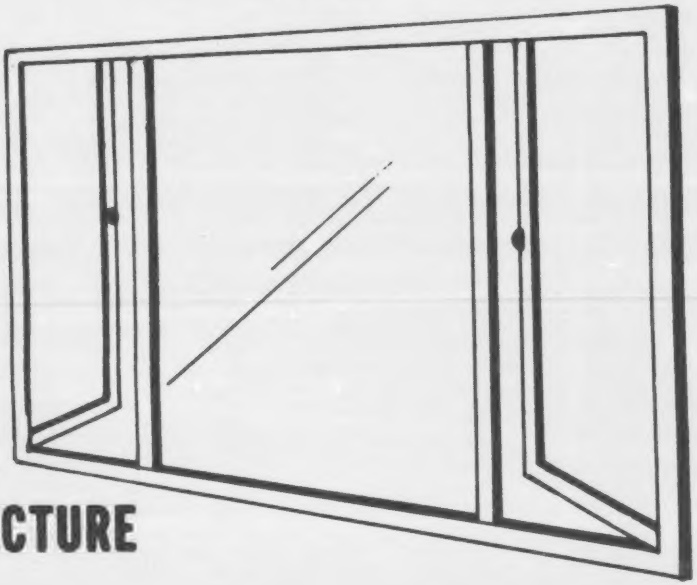
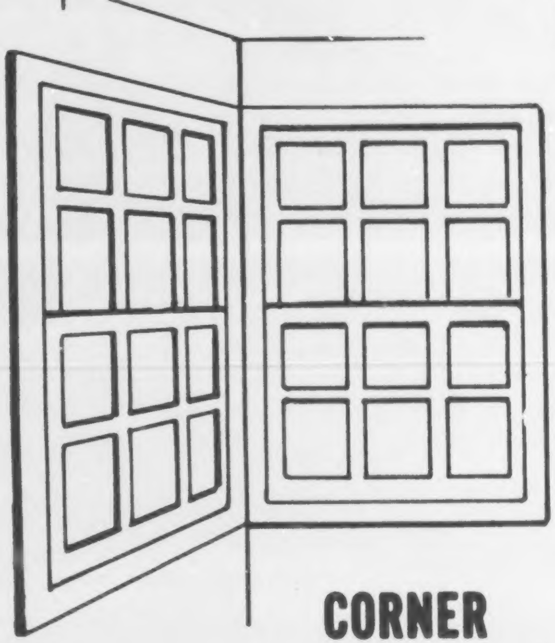
Module No. 9

TYPES OF WINDOWS


BOW


DORMER


PICTURE


CORNER

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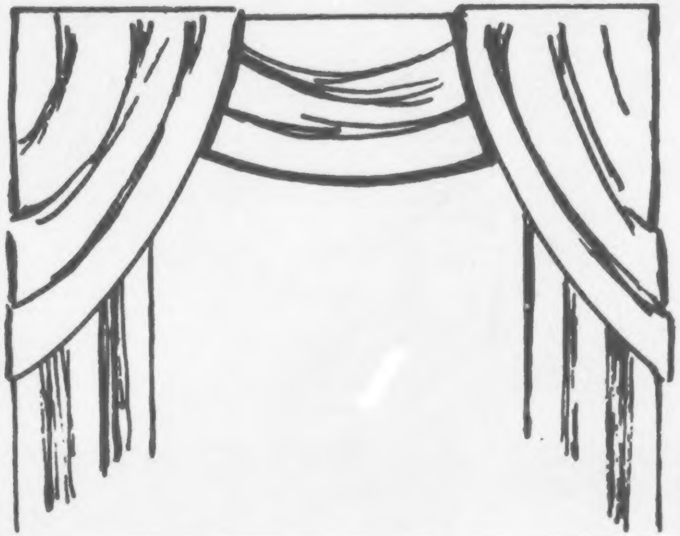
WINDOW TREATMENT



VALANCE

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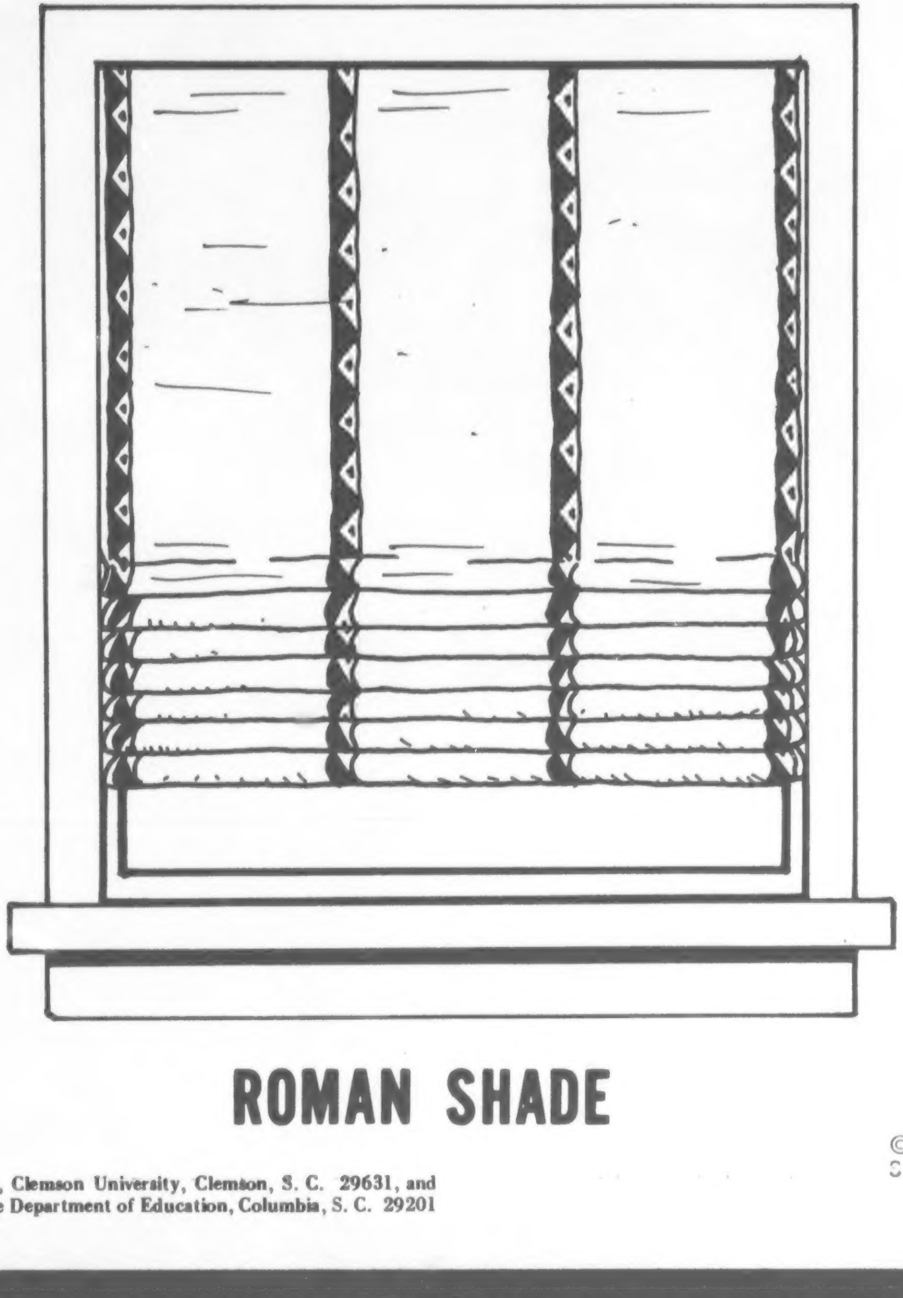
Module No.

WINDOW TREATMENT



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ROMAN SHADE

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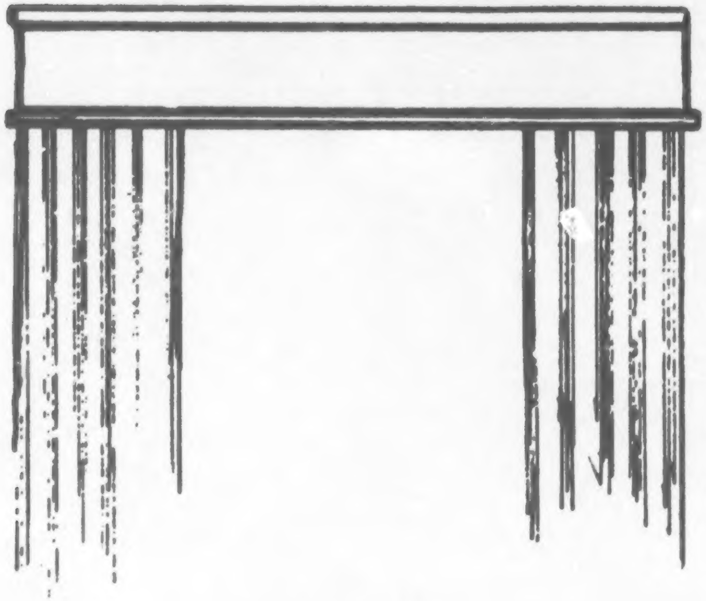
WINDOW TREATMENT



CORNICE

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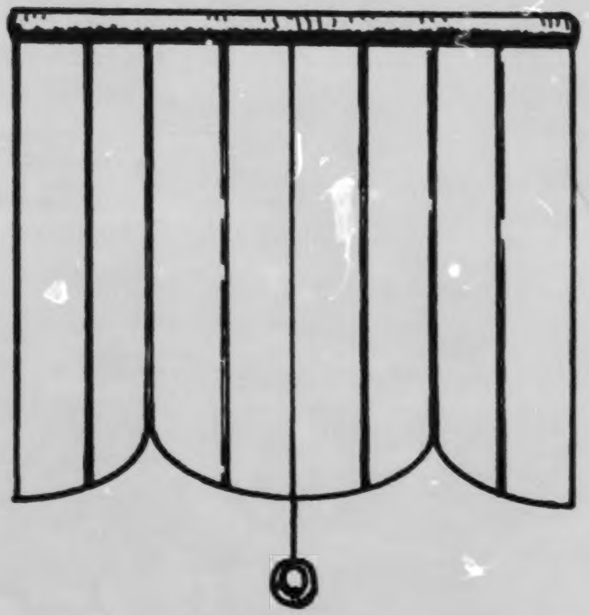
WINDOW TREATMENT



SHADE

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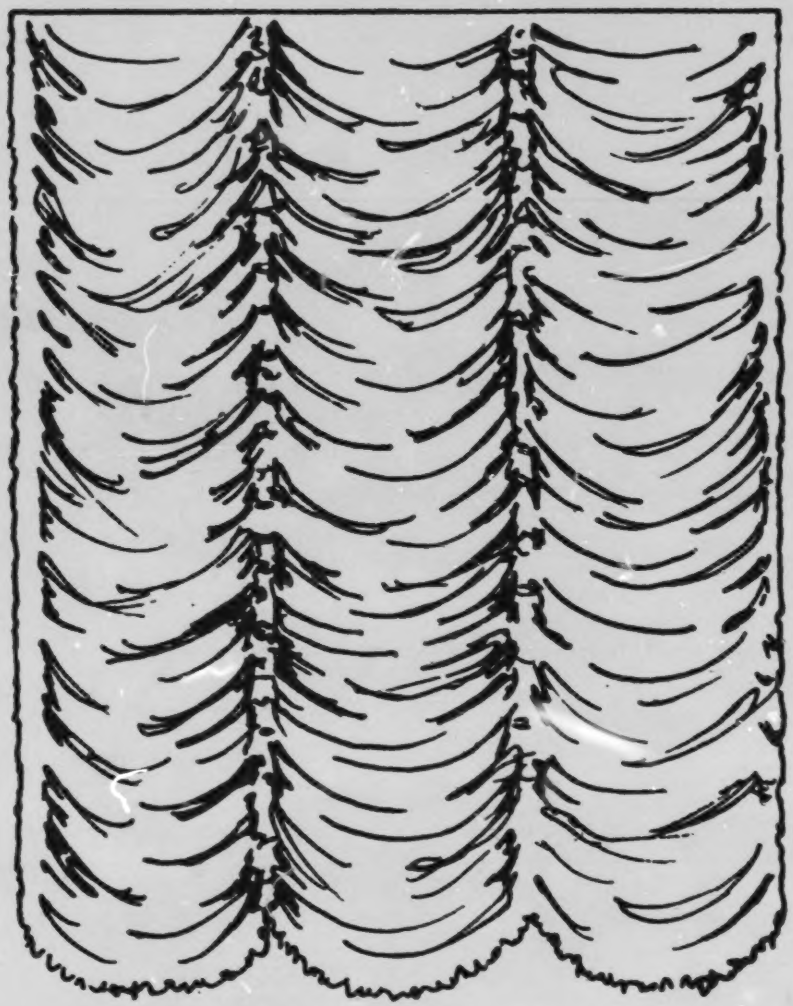
WINDOW TREATMENT



AUSTRIAN SHADES

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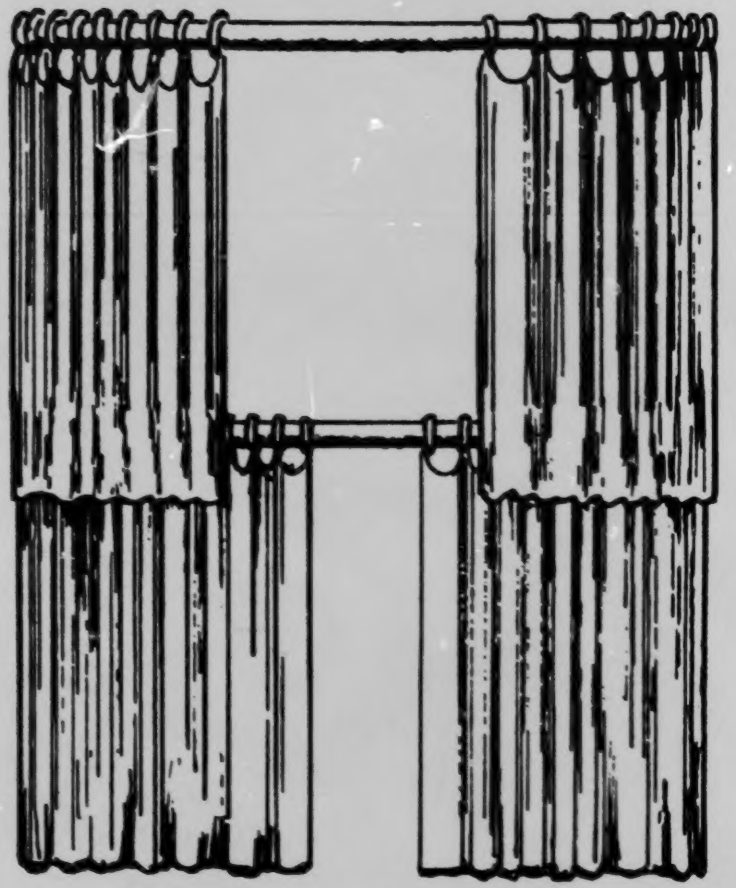
Module No. 9

WINDOW TREATMENT



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CAFE CURTAINS

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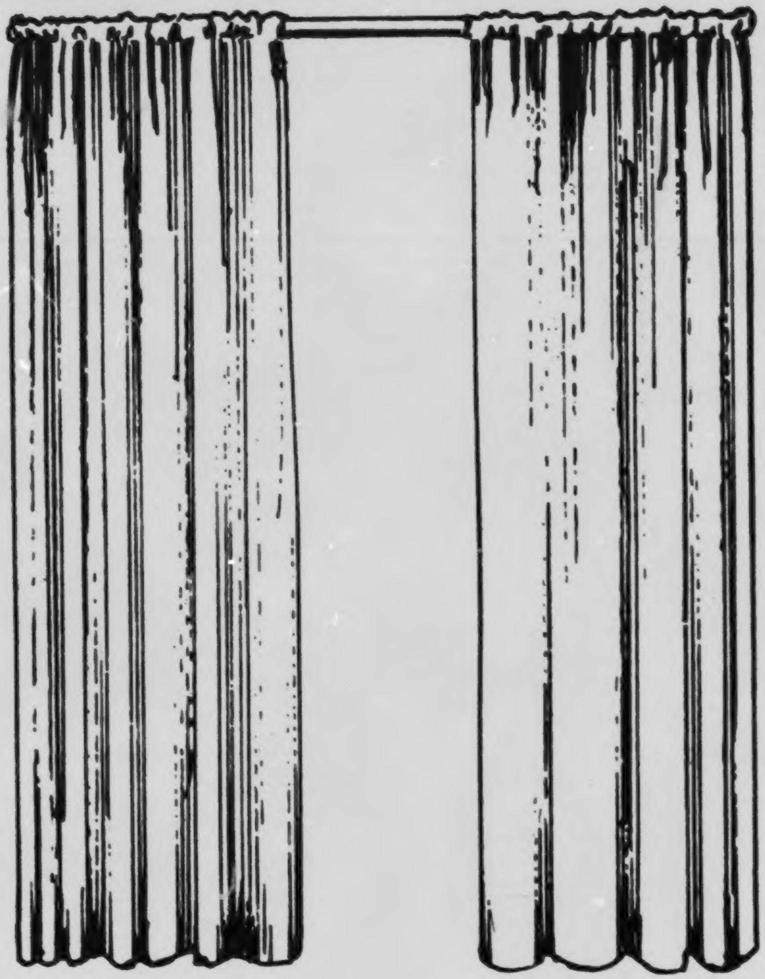
Module No

WINDOW TREATMENT



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SHIRRED DRAPERIES

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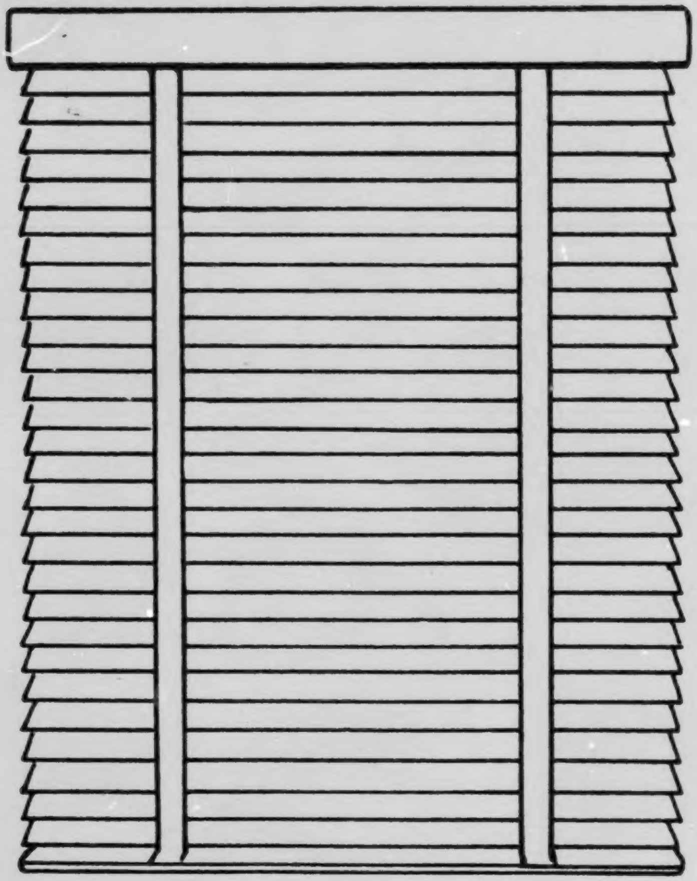
Module No.

WINDOW TREATMENT



BLINDS

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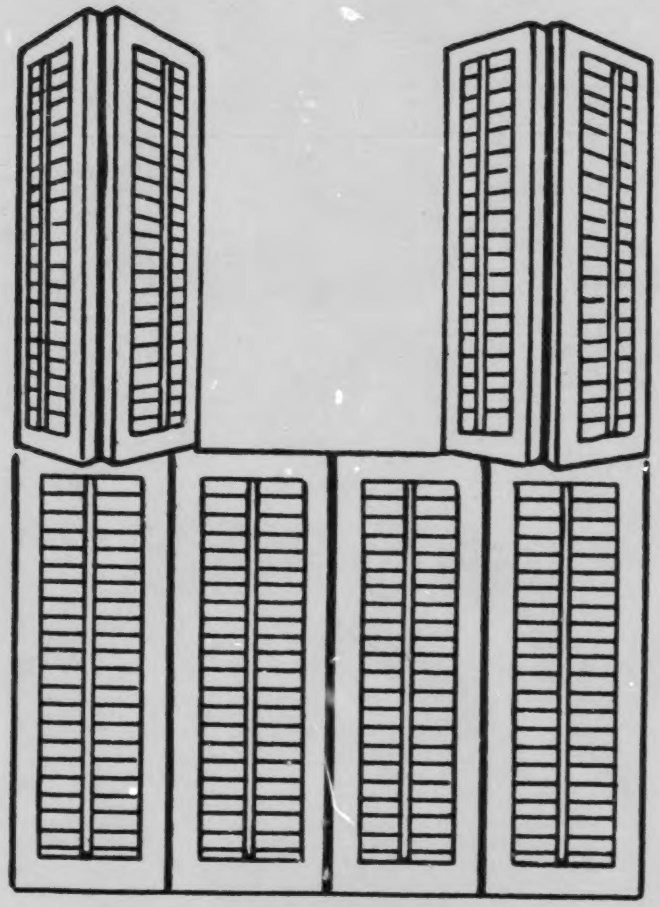
WINDOW TREATMENT



SHUTTERS

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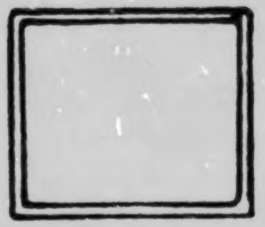
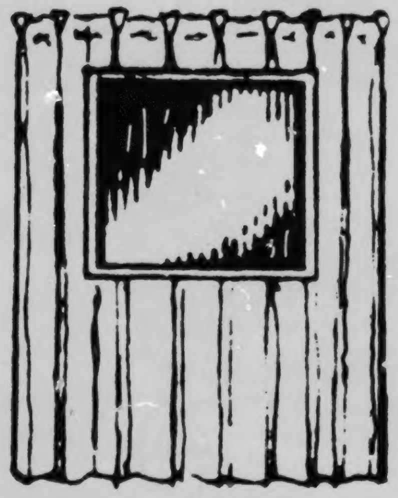
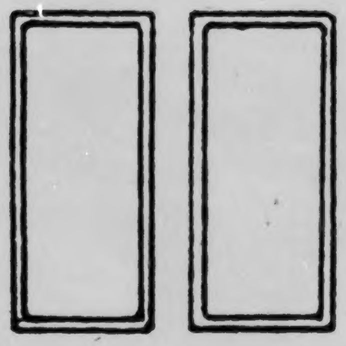
WINDOW TREATMENT FOR PROBLEM WINDOWS



CLOSE TO CEILING





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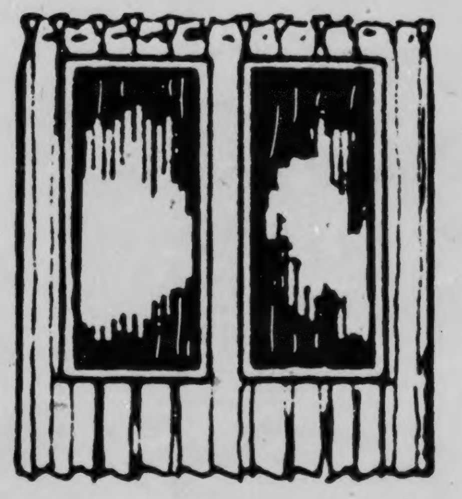
TWO OR MORE



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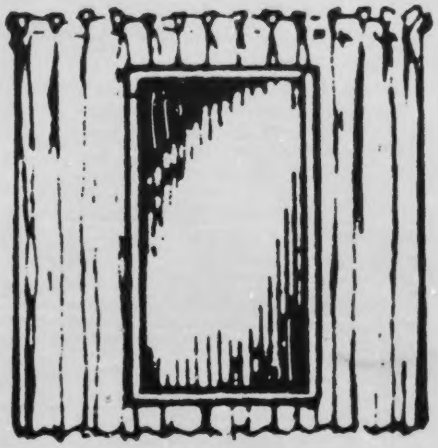
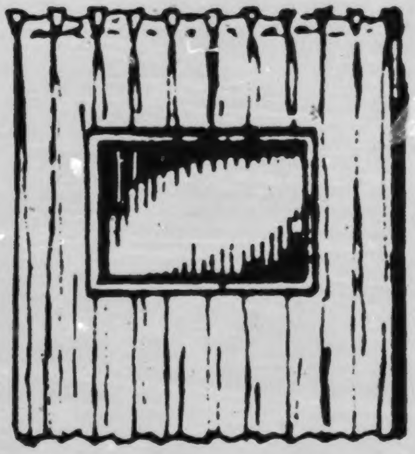
WINDOW TREATMENT FOR PROBLEM WINDOWS



LONG, THIN



**SMALL,
LARGE WALL AREA**

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Objective HHF No. 60 Module No. 10

HANGING DRAPERIES

CONTENTS OF MODULE

	Activity	Page
Student Information		
GLOSSARY OR TERMS	1	2
DETERMINING ROD LENGTH	2	2
SHOPPING FOR WINDOW HARDWARE	4	3
TIPS ON INSTALLING DRAPERY RODS AND HANGING DRAPERIES	6	6
Student Self-Checks		
MEASURING TO FIND CORRECT ROD LENGTH	3	3
WINDOW HARDWARE	5	6
INSTALLING DRAPERY RODS AND HANGING DRAPERIES	7	7
SETTING PLEATS	9	8
Evaluator's Final Checklist: HANGING DRAPERIES	10	10

SUGGESTED AUDIO-VISUAL MATERIALS

None

RECOMMENDED REFERENCES

TOPIC: Hanging Draperies

Kirsch, How to Make Your Windows Beautiful, Vol. VI, Sturgis, McClugan, 1977 8
Better Homes & Garden, Sewing for Your Home, Meredith, 1974, pp. 50-51.
Better Homes & Garden, Shopping for Window Hardware, June, 1979, pp. 56-63.
Morton, et al, The Home, Its Furnishings and Equipment, McGraw-Hill, 1979, p. 345.
Lewis, Housing Decisions, Goodheart-Wilcox, 1978, p. 195.

Objective HHF No. 60

Module No. 10

HANGING DRAPERIES

(Title)

Learning Activity No.	Suggestions	Tools, Equipment and Supplies	Teacher's Notes
1	None		
2	None		
3	None		
4	Display could be arranged by: Field trip to the store Resource person with display Sample display from dept. store School purchased hardware Simulated display		
5	None		

Objective HHF No. 60 Module No. 10

HANGING DRAPERIES (contd.)

(Title)

Learning Activity No.	Suggestions	Tools, Equipment and Supplies	Teacher's Notes
6	Simulated display	Rods of various types Drapery pins and hooks Brackets and bolts or screws Drapery Hooks or rings Pictorial references	
7	None		
8	Demonstrate "breaking" of headings of drapery, if necessary. Have reference available for student.		
9	None		
10	Use Evaluator's Final Checklist for checking the student out.		

Objective HHF No. 1 Module No. 11

ALTERING DRAPERIES

CONTENTS OF MODULE

	Activity	Page
Student Information		
ALTERING LENGTH OF DRAPERIES	1	2
REHEMMING DRAPERIES	3	3
Student Self-Checks		
DECIDING PROPER ALTERATION	2	3
Evaluator's Final Checklist: ALTERING DRAPERIES	4	6

SUGGESTED AUDIO-VISUAL MATERIALS

None

RECOMMENDED REFERENCES

TOPIC: Altering Draperies

Altering Draperies (Information will be titled Determining Length or Hemming Drapery--No references on alteration)

Objective HHF No. 1

Module No. 11

ALTERING DRAPERIES

(Title)

Learning Activity No.	Suggestions	Tools, Equipment and Supplies	Teacher's Notes
1	This module is designed to be self-contained, but it may be more interesting to students to see some of the references used. They have very good illustrations.	References used: Better Homes & Gardens, 1974, Sewing For Your Home Singer Co., 1972, How to Sew Draperies Clemson Univ. Ext.: H.D. Circular No. 226, Professional Looking Draperies	
2	Need to duplicate diagram of a window to handout to students for doing question No. 1 of Self-Check.	Provide handout of a window diagram for each student.	
3	None		
4	Use Evaluator's Final Checklist for checking the student out.	Provide drapery and necessary equipment and supplies.	

Objective HHF No. 62 Module No. 12

HANGING SHADES

CONTENTS OF MODULE

	Activity	Page
Student Information		
SHADES TO HANG	1	2
A GUIDE FOR HANGING ROLLER SHADES	3	5
A GUIDE FOR HANGING ROMAN AND AUSTRIAN SHADES	5	6
Student Self-Checks		
IDENTIFICATION OF SHADES TO HANG	2	4
A GUIDE FOR HANGING ROLLER SHADES	4	6
Evaluator's Final Checklist: HANGING SHADES	7	9

SUGGESTED AUDIO-VISUAL MATERIALS

None

RECOMMENDED REFERENCES

TOPIC: Hanging Shades

Better Homes and Gardens, Sewing for Your Home, Meredith, 1974, pp. 62-62,65-66.
Better Homes and Gardens, Decorating Book, Meredith, 1976, pp. 201-202.
Conso, Instructions for Making the Austrian Curtain and Roman Shade, New York 10, NY

Objective HHF No. 62

Module No. 12

HANGING SHADES

(Title)

Learning Activity No.	Suggestions	Tools, Equipment and Supplies	Teacher's Notes
1	None		
2	None		
3	None		
4	None		
5	None		

Objective HHF No. 62

Module No. 12

HANGING SHADES (contd.)

(Title)

Learning Activity No.	Suggestions	Tools, Equipment and Supplies	Teacher's Notes
6	Needed supplies should be available for student. Space for mounting with and without board should be provided.	For roller shade: steel tape measure and brackets. For others: screw eyelets, tension rod, steel tape measure, and board.	
7	Use Evaluator's Final Checklist for checking the student out.		

Objective MFE No. 40 Module No. 13

SELECTING FLOOR TREATMENTS

CONTENTS OF MODULE

Student Information	Activity	Page
TERMS AND DEFINITIONS FOR FLOOR TREATMENTS	1	2
FLOORS – ENERGY AND CAREERS	4	3
Student Self-Checks		
TERMS AND DEFINITIONS FOR FLOOR TREATMENTS QUIZ	2	3
FLOOR TREATMENTS QUIZ	5	4
Evaluator's Final Checklist: SELECTING FLOOR TREATMENTS	8	6

SUGGESTED AUDIO-VISUAL MATERIALS

Magazines illustrating different types of floor treatments 6,7

RECOMMENDED REFERENCES

TOPIC: Floor Treatments

Morton, The Home: Its Furnishings and Equipment, 1979, pp. 239-255; 265-267; 325-326. 3
Lewis, Housing Decisions, 1978, pp. 174-179; 306.
Sherwood, Homes Today and Tomorrow, 1976, pp. 89-93.
Allen, The Young Decorator, 1975, pp. 79-89.

Objective MFE No. 40

Module No. 13

SELECTING FLOOR TREATMENTS

(Title)

Learning Activity No.	Suggestions	Tools, Equipment and Supplies	Teacher's Notes
1.	None		
2.	None		
3.	Have references available for students.		
4.	None		
5.	None		

Objective MFE No. 40

Module No. 13

SELECTING FLOOR TREATMENTS

(Title)

Learning Activity No.	Suggestions	Tools, Equipment and Supplies	Teacher's Notes
6.		housing and interior magazines scissors glue or staple machine notebook paper or construction paper	
7.	Arrange time in class for discussion.		
8.	Use Evaluator's Final Checklist for checking the student out.	Have available four types of floor treatments for Check-Out Activity.	

SELECTING WALL TREATMENTS

CONTENTS OF MODULE

Student Information

	Activity	Page
TERMS AND DEFINITIONS FOR WALL TREATMENTS	1	2
ENERGY TIPS AND RELATED CAREERS	9	4

Student Self-Checks

	Activity	Page
TERMS AND DEFINITIONS FOR WALL TREATMENTS	2	3
TYPES OF WALL PAINT	4	3
FINISHES FOR WOOD SURFACES	6	4
WALL FINISHES	8	4
Evaluator's Final Checklist: SELECTING WALL TREATMENTS	10	6

SUGGESTED AUDIO-VISUAL MATERIALS

None

RECOMMENDED REFERENCES

TOPIC: Wall Treatments

Morton, The Home: Its Furnishings and Equipment, 1979, pp. 107-108, 233-234, 238-239, and 253-260 . . . 3, 5, 7
Lewis, Housing Decisions, 1978, pp. 178-184.
Sherwood, Homes Today and Tomorrow, 1976, pp. 87-89, 361-362.
Allen, The Young Decorator, 1975, pp. 89-96.

Objective MFE No. 39

Module No. 14

SELECTING WALL TREATMENTS

(Title)

Learning Activity No.	Suggestions	Tools, Equipment and Supplies	Teacher's Notes
1	None		
2	None		
3	If recommended references are not available, select other appropriate ones.		
4	None		
5	Consider taking a F.H.A. field trip to visit a builder's supply store to view available treatments–paint, paper, paneling, etc.		

Objective MFE No. 39

Module No. 14

SELECTING WALL TREATMENTS

(Title)

Learning Activity No.	Suggestions	Tools, Equipment and Supplies	Teacher's Notes
6	None		
7	Have reference available for students.		
8	None		
9	None		
10	Use Evaluator's Final Checklist for checking the student out.	Four wall treatment samples are needed for the Check-Out.	

Objective HHF No. 34 Module No. 15

PAINTING A WALL

CONTENTS OF MODULE

Student Information	Activity	Page
PAINTER'S CHECKLIST	3	3
Student Self-Checks		
PAINTING TERMINOLOGY	2	2
PAINTING TECHNIQUES	4	3
Evaluator's Final Checklist: PAINTING A WALL	6	6

SUGGESTED AUDIO-VISUAL MATERIALS

None

RECOMMENDED REFERENCES

TOPIC: Painting A Wall

Lewis, Housing Decisions, 1978, pp. 178-183. 1
Weiss, Home Maintenance, 1978, pp. 72-93.
Morton, The Home – Its Furnishings and Equipment, 1979, pp. 256-257.

Objective HHF No. 34

Module No. 15

PAINTING A WALL

(Title)

Learning Activity No.	Suggestions	Tools, Equipment and Supplies	Teacher's Notes
1.	Use other references if recommended ones are not available.		
2.	None		
3.	Complete this activity as a group, team, or individual. This may require a field trip. Use Painter's Checklist for making comparisons.		
4.	None		
5.	None	A wall area is needed to paint.	

Objective MIF No. 34

Module No. 15

PAINTING A WALL

(Title)

Learning Activity No.	Suggestions	Tools, Equipment and Supplies	Teacher's Notes
6.	Provide actual or simulated experiences for the Check-Out Activity. Use Evaluator's Final Checklist for checking the student out.	A wall area, floor cover, primer, paint, paint thinner, paint brush and/or roller, broom, cloths, screwdriver, scraper, and sandpaper.	

Objective MFE No. 39 Module No. 16

RECOGNIZING ELEMENTS AND PRINCIPLES OF DESIGN

CONTENTS OF MODULE

Student Information	Activity	Page
GLOSSARY FOR ELEMENTS AND PRINCIPLES OF DESIGN	1	4
COLOR – ENERGY, CAREERS, AND SHIBUI	9	7

Student Self-Checks		
TERMS AND DEFINITIONS FOR ELEMENTS AND PRINCIPLES OF DESIGN	2	4
LINE, TEXTURE, AND FORM	4	5
COLOR AS AN ELEMENT OF DESIGN	8	6
COLOR SCHEMES IN THE HOME	10	7
DESIGN PRINCIPLES	14	8
Evaluator's Final Checklist: RECOGNIZING ELEMENTS AND PRINCIPLES OF DESIGN	17	11

SUGGESTED AUDIO-VISUAL MATERIALS

Color Wheel
A guest speaker (art teacher) to discuss how individuals express themselves through design.

RECOMMENDED REFERENCES

TOPIC: Elements and Principles of Design

Sherwood, Homes Today and Tomorrow, 1976, pp. 224-278.
Morton, The Home: Its Furnishings and Equipment, 1979, pp. 220-237.
Lewis, Housing Decisions, 1978, pp. 153-185.
Allen, The Young Decorator, 1975, pp. 19-75.

Objective MFE No. 39

Module No. 16

RECOGNIZING ELEMENTS AND PRINCIPLES OF DESIGN

(Title)

Learning Activity No.	Suggestions	Tools, Equipment and Supplies	Teacher's Notes
1	None		
2	None		
3	Provide reference for student.		
4	None		
5	Collect various styles of magazines – current, chic, informal, etc.	Magazines Scissors Glue	

Objective MFE No. 39

Module No. 16

RECOGNIZING ELEMENTS AND PRINCIPLES OF DESIGN (contd.)

(Title)

Learning Activity No.	Suggestions	Tools, Equipment and Supplies	Teacher's Notes
6	Schedule group or individual presentations		
7	Provide reference for student.		
8	None		
9	Provide reference for student.		
10	None		

Objective MFE No. 39

Module No. 16

RECOGNIZING ELEMENTS AND PRINCIPLES OF DESIGN (contd.)

(Title)

Learning Activity No.	Suggestions	Tools, Equipment and Supplies	Teacher's Notes
11	Make available a sufficient amount and variety of samples for students.	color samples color-plan sheet (color wheel could be made and used for this.)	
12	Schedule group or individual presentation		
13	Provide reference for student.		
14	None		
15	Collect various styles of magazines	magazines scissors glue	

Objective MFE No. 39

Module No. 16

RECOGNIZING ELEMENTS AND PRINCIPLES OF DESIGN (contd.)

(Title)

Learning Activity No.	Suggestions	Tools, Equipment and Supplies	Teacher's Notes
16	Schedule group or individual presentations		
17	Arrange for student evaluation of Check-Out Activity.	Five pictures illustrating art principles--proportion, balance, rhythm, emphasis, and harmony. Color-plan sheets. Color samples. Pictures showing four elements of design.	

Objective MFE 39 Module No. 17

SELECTING ACCESSORIES FOR THE HOME

CONTENTS OF MODULE

Student Information	Activity	Page
GUIDES FOR SELECTION OF ACCESSORIES	2	2
SELECTION OF SPECIFIC ACCESSORIES	5	5
ARRANGE ACCESSORIES ATTRACTIVELY	6	6
Student Self-Checks		
GUIDES FOR SELECTION OF ACCESSORIES	4	4
SELECTION AND ARRANGEMENT OF ACCESSORIES CROSSWORD PUZZLE	10	7
Evaluator's Final Checklist: SELECTING ACCESSORIES FOR THE HOME	11	13

SUGGESTED AUDIO-VISUAL MATERIALS

None

RECOMMENDED REFERENCES

Topic: Selecting and Arranging Accessories

Foster and others, Creative Living, Basic Concepts in Home Economics, NY: Butterick Publishing Co., 1979, pp. 209-213.

Morton and others, The Home: Its Furnishings and Equipment, NY: McGraw-Hill, 1977, pp. 348-362.

Objective FE 39 Module No. 17

SELECTING ACCESSORIES FOR THE HOME

(Title)

Learning Activity No.	Suggestions	Tools, Equipment and Supplies	Teacher's Notes
1	Use other references if the ones listed are not available.	Foster and others, Creative Living, pp. 209-213 Morton and others, The Home: Its Furnishings and Equipment, pp. 348-362	
2	None	None	
3	Divide the class into groups to identify and discuss the information. Summarize findings.		
4	None	None	
5	None	None	

Objective MFE 39 **Module** No. 17

SELECTING ACCESSORIES FOR THE HOME

(Title)

Learning Activity No.	Suggestions	Tools, Equipment and Supplies	Teacher's Notes
6	None	None	
7	Arrange with a homeowner or furniture store for a visit by the students. Identify points you wish students to observe.	Paper and pencils for students to make notes	
8	Have students work in pairs to complete this activity. Bring class together and share lists and descriptions of accessories.		
9	Complete activity in large or small group.	Adequate number of home magazines, construction paper, scissors, glue, and marking pens	
10	None	Have crossword puzzle mimeographed for student use	160

Objectiv MFE 39

Modu No.17

SELECTING ACCESSORIES FOR THE HOME

(Title)

Learning Activity No.	Suggestions	Tools, Equipment and Supplies	Teacher's Notes
11	Use Evaluator's Final Checklist to check student out.		
Extended Learning	Encourage students to plan for improved accessory selection and arrangement in at least one room at home. If possible, have student make a report to instructor and/or classmates.		

CHECK-OUT ACTIVITY

Case Study

Suggested Key

1. B — warm colors
2. C — informal style
3. C — modern design fits room character
4. C — similar texture of sofa
5. D — wood frame blends with other room features
6. A or B — informal choices
7. C — informal style, complement floor lamp
8. C — informal style
9. B — informal style
10. C — fits room character

Objective HHF No. 55

Module No. 18

EMBROIDERING LINENS

CONTENTS OF MODULE

Student Information	Activity	Page
NONE		
Student Self-Checks		
KNOW YOUR STITCHES	3,7	2
Evaluator's Final Checklist: EMBROIDERING LINENS	15	5

SUGGESTED AUDIO-VISUAL MATERIALS

Butterick filmstrips The Oldest, Newest Art and Discovering Design 1

RECOMMENDED REFERENCES

TOPIC: Embroidering Linens

Better Homes and Gardens, Embroidery, Meredith Corp., 1978, pp. 6, 10, 25, 28-29, 56-57, 64, 74-75, and 90-95. 2,10,14
Better Homes and Gardens, Creative Crafts and Stitchery, Meredith Corp., 1977, pp. 9, 26-29.
Simplicity Pattern Co., Inc., Say It With Stitches, 1976, pp. 2-4.
Better Homes and Gardens, Cross Stitch on Gingham, June, 1979, pp. 26-27, 166-170.

Objective HHF No. 55 Module No. 18

EMBROIDERING LINENS

(Title)

Learning Activity No.	Suggestions	Tools, Equipment and Supplies	Teacher's Notes
1.	Show Butterick filmstrips. If not available, have other filmstrips to show stitches. Real samples of embroidery stitches for student to see and feel would be most helpful to student.	Filmstrips Projector/cassette player combination Real samples of embroidery, if possible	
2.	Have other references available to show stitches.		
3.	None		
4.	Have supplies and equipment available and work space designated. Homespun fabric 30x30 cm (12" x 12") for sample could be made like a small napkin with edges fringed	Simplicity leaflets Butterick 4-page student section Tracing paper, dressmaker's carbon, tailor's chalk, embroidery scissors, thread, needles, hoops, and fabric such as homespun for samples. Thimbles may be needed.	
5.	Students seem to enjoy doing initials or names but other designs will be chosen by some.	Letters and designs to trace or transfer.	

Objective HHF No. 55

Module No. 18

EMBROIDERING LINENS

(Title)

Learning Activity No.	Suggestions	Tools, Equipment and Supplies	Teacher's Notes
6.	Your help may be needed to avoid frustration during this process. A student who has already developed these skills could help. Examples of completed stitches.	(Same as Learning Activity No. 4)	
7.	(Same as No. 6)	(Same as Learning Activity No. 4)	
8.	Student needs to hear your opinion and have help with difficult stitches.		
9.	This refers to the samples if the student is using the homespun to make like a napkin. If fringing is a new skill for student, it needs to be demonstrated.	A fringed napkin for student to see.	
10.	Have reference available for students.		

Objective HHF No. 55

Module No. 18

EMBROIDERING LINENS

(Title)

Learning Activity No.	Suggestions	Tools, Equipment and Supplies	Teacher's Notes
6.	Your help may be needed to avoid frustration during this process. A student who has already developed these skills could help. Examples of completed stitches.	(Same as Learning Activity No. 4)	
7.	(Same as No. 6)	(Same as Learning Activity No. 4)	
8.	Student needs to hear your opinion and have help with difficult stitches.		
9.	This refers to the samples if the student is using the homespun to make like a napkin. If fringing is a new skill for student, it needs to be demonstrated.	A fringed napkin for student to see.	
10.	Have reference available for students.		

Objective HHF No. 55

Module No. 18

EMBROIDERING LINENS

(Title)

Learning Activity No.	Suggestions	Tools, Equipment and Supplies	Teacher's Notes
11.	Letters, as initials for monograms, would be most appropriate for this practice.	Homespun or huck toweling Homespun is 30x30 cm (12" x 12") Huck toweling is 45 cm (18") long	
12.	Demonstrate machine adjustment and machine embroidery to class.	Sewing machine Machine embroidery hoop Proper thread for this activity	
13.	Check student's sample(s) of machine embroidery to see if the skill has been developed satisfactorily.		
14.	Have references available for students to consult before final choice is made. Pictures or samples of other projects you wish to suggest should be available.		
15.	Use Evaluator's Final Checklist for checking the student out.		

Objective HHF No. 56 Module No. 19

FRAMING PICTURES

CONTENTS OF MODULE

Student Information	Activity	Page
GLOSSARY OF TERMS	1	2
SELECTING FRAMES	3	4
SELECTING MATS	3	4
HOW TO ASSEMBLE A PICTURE	5	6
Student Self-Checks		
TERMS TO KNOW	2	3
SELECTING FRAMES AND MATS	4	6
HOW TO ASSEMBLE A PICTURE	7	7
Evaluator's Final Checklist: FRAMING PICTURES	8	9

SUGGESTED AUDIO-VISUAL MATERIALS

None

RECOMMENDED REFERENCES

TOPIC: Framing Pictures

Morton, Ruth, Hilda Geuther, Marjorie Inman, and Virginia Guthrie. The Home: Its Furnishings and Equipment. Webster Division, McGraw-Hill Book Company, 2nd Ed., 1979, pp. 356-358.

Objective [illegible]F No. 56

Module [illegible]. 19

FRAMING PICTURES

(Title)

Learning Activity No.	Suggestions	Tools, Equipment and Supplies	Teacher's Notes
1.	None		
2.	None		
3.	None		
4.	None		
5.	None		

Objective [illegible]F No. 56

Module [illegible]o. 19

FRAMING PICTURES

(Title)

Learning Activity No.	Suggestions	Tools, Equipment and Supplies	Teacher's Notes
6.	Instructor will go through steps for assembling pictures, including selections of frames and mats. Best if done for small group.	Picture, frames, mats, glass, sturdy cardboard, brown wrapping paper, scissors, tack hammer, small nail or brads, towel or small blanket for padding, glue or cement, 2 screw eyes, picture wire, 2 thumb tacks or small pieces of cork, wire cutters.	
7.	None		
8.	Be ready to supply all materials and tools needed for the Check-Out Activity. Use the score card for framed picture for checking the student out.	Picture, frames, mats, glass, sturdy cardboard, brown wrapping paper, scissors, tack hammer, small nails or brads, material for padding, glue or cement, 2 screw eyes, picture wire, wire cutter, 2 thumb tacks or small pieces of cork.	

Objective HHF No. 57

Module No. 20

ARRANGING FLOWERS

CONTENTS OF MODULE

Student Information	Activity	Page
BASIC SHAPES OF FLORAL DESIGN	1	2
Student Self-Checks		
None		
Evaluator's Final Checklist: ARRANGING FLOWERS	11	5

SUGGESTED AUDIO-VISUAL MATERIALS

None

RECOMMENDED REFERENCES

TOPIC: Arranging Flowers 1, 4, 8

Clayton, Young Living, 2nd ed., Charles A. Bennett Co., Inc., 1970, pp. 350-363.
Better Homes and Gardens, Flower Arranging, Meredith Corp., 1973.
Benz, Flowers: Geometric Form, San Jacinto Publishing Co., Houston, Texas, 1973, pp. 43-59.

Objective HHF No. 57

Module No. 20

ARRANGING FLOWERS

(Title)

Learning Activity No.	Suggestions	Tools, Equipment and Supplies	Teacher's Notes
1.	Have up-to-date references available for students.		
2.	Have sufficient magazines with pictures of flower arrangements available for cutting out.	Scissors, magazines, glue, and construction paper for mounting.	
3.	Designate some space to be used for display.	Push pins, T-pins, or thumb tacks if needed to mount display.	
4.	Have references available for students.		
5.	Arrange a demonstration with a florist or other qualified person.		

Objective HHF No. 57

Module No. 20

ARRANGING FLOWERS

(Title)

Learning Activity No.	Suggestions	Tools, Equipment and Supplies	Teacher's Notes
6.	None		
7.	Permanent flowers which could be reused many times would serve well for these practice arrangements.	Foliage, flowers, shears, knife, styrofoam, floral clay, wired sticks, floral tape, containers.	
8.	Only the section on principles of design will be needed. Have other references available for students.		
9.	Have on hand the necessary equipment.	Containers, holders, florist wire and tape, shears, and any other materials needed for making arrangements. Either supply or arrange with student to bring flowers and foliage for this final arrangement.	
10.	This could be a way to build up a good picture file of slides to be used in the future.	Camera, if available, which will take slides.	

Objective HHF No. 57

Module No. 20

ARRANGING FLOWERS

(Title)

Learning Activity No.	Suggestions	Tools, Equipment and Supplies	Teacher's Notes
11.	Arrange with student to complete Check-Out Activities. After completing Check-Out Activities, suggest where the arrangement can be displayed. If possible, arrange for a Mini Flower Show if several students are working on the same module.	Same as for Learning Activity No. 9.	

Objective HHF 58 Module No. 21

MAKING THROW PILLOWS

CONTENTS OF MODULE

Student Information	Activity	Page
PILLOW TERMS	2	2
Student Self-Check		
DO YOU KNOW YOUR PILLOW TERMS?	3	3
Evaluator's Final Checklist: MAKING THROW PILLOWS	11	5

SUGGESTED AUDIO-VISUAL MATERIALS

Illustrations in references listed below 1,5,6,7

RECOMMENDED REFERENCES

Topic: Pillow making

Johnson, Pillows. Oxmoor House, Inc., 1978, pp. 43-50, 59, 71, 100, 148 1,5,6,7

Better Homes and Gardens, Sewing for Your Home, Meredith Corp., 1974, pp. 16, 25, 27, 102, 128

Alternates for ideas — not techniques:

Better Homes and Gardens, Creative Crafts and Stitchery, 1977, pp. 65, 75-77, 79, 89.

Better Homes and Gardens, Patchwork and Quilting, 1977, pp. 26-27, 138-139.

Objective HHF 58

Module No. 21

MAKING THROW PILLOWS

(Title)

Learning Activity No.	Suggestions	Tools, Equipment and Supplies	Teacher's Notes
1	Pillows is such a good reference you are strongly urged to obtain a copy for this module. If you have better references, do substitute, but give page numbers.	References: Pillows, p. 100 and 148 Patchwork and Quilting, pp. 26-27; 38-39 Sewing for Your Home, pp. 16, 102	
2	None		
3	None		
4	Have an example of a quilt block made into a pillow.	Pictures and/or samples of quilt-top pillows.	
5		Pillows, p. 100	

Objective HHF 58

Module No. 21

MAKING THROW PILLOWS

(Title)

Learning Activity No.	Suggestions	Tools, Equipment and Supplies	Teacher's Notes
6		Paper patterns made for strips. Material suitable for borders. Scissors, sewing equipment, marking equipment.	
7	Material for pillow backs could already be cut or have a sample of correct size and cutting.	Sample or pillow as an example of an envelope closure. Material on hand for pillow back. References: Pillows, p. 71 Sewing for Your Home, p. 128.	
8	Involve students in preshrinking muslin and/or have students bring piece of old sheet, if available.	Preshrunk muslin Example of pillow form Scissors Sewing equipment Marking equipment	
9	None	Display area needed for completed pillow.	
10	Use Evaluator's Final Checklist to check student out.	Fabric, patterns, transfer aids, scissors, thread sewing machine, closure items, pins, and steam iron.	

Objective HHF No. 61 Module No. 22

HANGING WALL ACCESSORIES

CONTENTS OF MODULE

Student Information	Activity	Page
WHERE TO HANG WALL ACCESSORIES	1	2
GROUPING PICTURES	3	3
HOW TO HANG WALL ACCESSORIES	6	4
Student Self-Checks		
PLACING AND GROUPING WALL ACCESSORIES	5	4
HOW TO HANG PICTURES	8	5
Evaluator's Final Checklist: HANGING WALL ACCESSORIES	9	8

SUGGESTED AUDIO-VISUAL MATERIALS

None

RECOMMENDED REFERENCES

TOPIC: Hanging Wall Accessories

Allen, Phyllis Sloan, The Young Decorator. Utah: Brigham Young University Press, 1975.

Craig, Hazel and Ola Rush, Homes with Character, 3rd ed. Boston: D.C. Heath and Comapny, 1970.

Morton, Ruth and others, The Home: Its Furnishings and Equipment. New York: McGraw-Hill Book Company, 1979, pp. 355-359.

Pamphlets:

Accent with Accessories. Southern Regional Publications HEG, County Extension Service, October 1975.

4-H Home Improvement Manual — Unit II. Clemson University Extension Service.

Picture—Panarama III — Placement. Clemson University Extension Service (reprint from N.C. Extension Service) June 1978.

Objective HHE No. 51

Module No. 22

HANGING WALL ACCESSORIES

(Title)

Learning Activity No.	Suggestions	Tools, Equipment and Supplies	Teacher's Notes
1	None		
2	None	Home decorating magazines and scissors	
3	None		
4	Check with art gallery or furniture store. Set up field trip time for students		
5	None		

Objective HHF No. 61

Module No. 22

HANGING WALL ACCESSORIES

(Title)

Learning Activity No.	Suggestions	Tools, Equipment and Supplies	Teacher's Notes
6	None		
7	Instructor will be prepared to demonstrate to a small or large group of students the correct methods for hanging wall accessories.	Three or more framed pictures ready for hanging, nails and/or hooks, clear tape, hammer, yardstick or tape measure, scissors, pencil, and newsprint.	
8	None		
9	Be ready to provide actual or simulated experience for the Check-Out Activity. Use the Evaluator's Final Checklist for checking the student out.		
Extended Learning	Encourage the students to use the learnings from the module at home when hanging wall accessories. They could keep an account of the times they use the skills learned and share this list with teacher and/or classmates.		

Objective HHF 2 & 3 Module No. 23

MAKING A QUILT

CONTENTS OF MODULE

Student Information	Activity	Page
STEP-BY-STEP DIRECTIONS FOR A NINE-PATCH QUILTED SQUARE	7	4
Student Self-Check		
MAKING QUILTS	6	2
Evaluator's Final Checklist: MAKING A QUILT	8	7

SUGGESTED AUDIO-VISUAL MATERIALS

Illustrations contained within references listed below 1,3 5

RECOMMENDED REFERENCES

Topic: Patchwork and Quilting

Better Homes and Gardens, Patchwork and Quilting, 1977, pp. 4-9; 46-49; 34 and 60 . . . . 1,3 5

Bogen, A Beginner's Book of Patchwork, Applique, and Quilting, 1974, pp. 23-30; 33-42, and 86

Brown, Creative Quilting, 1975, pp. 12-15; 18-24; 27, 34-35, and 39-42

McCall's, The McCall's Book of Quilting, 1975, pp. 6-7

Objecti HHF 2 & 3

Module No. 23

MAKING A QUILT

(Title)

Learning Activity No.	Suggestions	Tools, Equipment and Supplies	Teacher's Notes
1	Any other reference giving an overview of the quilting process may be used	McCall's Book of Quilts, pp. 6-7	
2	Students may bring quilted items from home for display	Have on hand a display of quilts	
3	Substitute references if suggested one is not available	Better Homes and Gardens, Patchwork and Quilting, pp. 4-9	
4	Prepare a bulletin board — as class project	Pictures of quilted items used in interior design	
5	Substitute reference if suggested one is not available	Bogen, A Beginners Book of Patchwork, Applique, and Quilting, pp. 23-30; 33-42	

Objective HHF 2 & 3 Module No. 23

MAKING A QUILT

(Title)

Learning Activity No.	Suggestions	Tools, Equipment and Supplies	Teacher's Notes
6	None		
7	If you find it more convenient, all materials could be washed at once before students select pieces. Display an example of a quilted square in the various stages of construction	Facilities in the department for prewashing process, steam iron materials for making templates, cutting, tracing, and sewing	
8	Use Evaluator's Final Checklist for checking student out	Same as for No. 7	

Objective MFE 11 Module No. 24

FILING FOR HOMESTEAD EXEMPTION

CONTENTS OF MODULE

Student Information	Activity	Page
GLOSSARY OF TERMS	1	2
FILING FOR HOMESTEAD EXEMPTION	3	3
Student Self-Check		
TERMS TO KNOW	2	3
FILING FOR HOMESTEAD EXEMPTION	4	6
Evaluator's Final Checklist: FILING FOR HOMESTEAD EXEMPTION	5	9

SUGGESTED AUDIO-VISUAL MATERIALS

None

RECOMMENDED REFERENCES

None

Objective FE 11

Module No. 24

FILING FOR HOMESTEAD EXEMPTION

(Title)

Learning Activity No.	Suggestions	Tools, Equipment and Supplies	Teacher's Notes
1	None		
2	None		
3	None		
4	None		
5	Supply copies of the application for the Check-Out Activity. Use the Evaluator's Final Checklist to check student out.	Application for Homestead Exemption form	

Objective MFE 39 Module No. 25

SELECTING FURNITURE FOR THE HOME

CONTENTS OF MODULE

Student Information	Activity	Page

ANALYZE FURNITURE NEEDS	2	2
JUDGING QUALITY, APPEARANCE AND FUNCTION	3	3
BUDGETING AND SHOPPING SKILLS	4	4

Student Self-Check

GUIDES FOR FURNITURE SELECTION	8	7
Evaluator's Final Checklist: SELECTING FURNITURE FOR THE HOME	9	13

SUGGESTED AUDIO-VISUAL MATERIALS

None

RECOMMENDED REFERENCES

Topic: Selecting Furniture for the Home

Morton, Ruth; Guthrie, Virginia; Inman, Marjorie; and Geuther, Hilda, The Home: Its Furnishings and Equipment, 2nd ed., New York: The McGraw-Hill Book Co., 1979, pp. 271-302.

Objective E 39 Module No. 25

SELECTING FURNITURE FOR THE HOME

(Title)

Learning Activity No.	Suggestions	Tools, Equipment and Supplies	Teacher's Notes
1	Use other references if the one listed is not available	Morton, Guthrie, Inman, Guether: The Home: Its Furnishings and Equipment, pp. 271-302	
2	None		
3	None		
4	None		
5	The instructor should arrange ahead of time for students to visit at least three different furniture stores for comparison shopping of different pieces of furniture	Provide each student with furniture shopping lists, pencils, interior design materials, and guides for selection of quality furnishings	

Objective MFE 39

Module No. 25

SELECTING FURNITURE FOR THE HOME

(Title)

Learning Activity No.	Suggestions	Tools, Equipment and Supplies	Teacher's Notes
6	This work should be completed individually by each class member	Have an adequate supply of furniture catalogs and current newspapers on hand for each student to use	
7	Invite and arrange for an interior designer to talk to the class explaining services offered and fees charged. Allow time for questions	as requested by guest speaker	
8	None		
9	Duplicate the Individual Room Plan and Final Furniture Selection forms for the Check-Out Activity. Use Evaluator's Final Checklist for checking the student out	Individual Room Plan form Final Furniture Selection form	
Extended Learnings	Encourage the students to use learnings from the module to help plan the purchase of a piece of furniture for their homes and share the project with the instructor and/or class.		

Objective E 39 Module o. 25

SELECTING FURNITURE FOR THE HOME

(Title)

Learning Activity No.	Suggestions	Tools, Equipment and Supplies	Teacher's Notes
Extended Learnings contd.	Have students write to furniture companies, Extension Services or the Government Printing Office for bulletins on quality features in furniture and share with class. Have students research and write a paper on interior design as a career		

CHECK-OUT ACTIVITY

Case Study

Suggested Key

No. 25

INDIVIDUAL ROOM PLAN

ROOM DESCRIPTION

Size 12 x 15
Exposure Southern
Walls paneled
Ceiling white

Floor multi-shaded green carpet
Windows - No. 1
sizes 36 x 48
Special Features brick fireplace

USABLE FURNISHINGS NOW OWNED	Color-Pattern	Material	Style
Antique rocker	oak stained	oak wood	shaker
Two end tables	oak stained	oak veneer	

FURNISHINGS NEEDED	Color-Pattern	Material	Style	Est. Cost
Sofa	warm, natural colors	durable	Modern or Traditional	$300-$600
Chair	warm, natural colors	durable		$100-$200
Game table	wood-oak preferably	wooden or veneer	according to sofa/ chair selection	$ 50-$150
4 side chairs	tan	canvas	modern	$100-$150
2 bean-bag chairs	green	vinyl	modern	$ 50-$100

CHECK-OUT ACTIVITY

Case Study

No. 25

Suggested Key

Final Furniture Selection

Item	Cost	Reason for Selecting
D. Sofa - Leather - look vinyl with button-tufted cushions	$280	Durable construction, easy-care fabric, comfortable
E. Chair - beanbag (2) in green vinyl	$ 50	Practical for teenage TV viewing and snacking by the fireplace; easy to clean; inexpensive
G. Chair - directors (4) in tan canvas	$100	Practical for teenage games and TV viewing, easy to clean , inexpensive to maintain or replace
J. Chair - contemporary design with oak frame and stain-resistant fabric of natural woven colored fabric	$170	Durable construction, easy-care fabric, coordinates with existing furnishings
O. Game Table - Solid oak frame with polyurethene finish	$ 95	Coordinates with existing furnishings, easy to maintain finish for spills during games

Objective HHF 17 Module No. 26

ARRANGING FURNITURE

CONTENTS OF MODULE

Student Information	Activity	Page
ARRANGING FURNITURE	2	3
PRINCIPLES OF ARRANGEMENT	4	5
SPACE NEEDS	8	6
PLAN ON PAPER	8	7
FURNITURE ARRANGEMENT CHECK SHEET	9	8
GOOD DESIGN IN ARRANGEMENT	11	9
SAMPLE ROOM ARRANGEMENT PLANS	12	10
Student Self-Checks		
ARRANGING FURNITURE	13	11
Evaluator's Final Checklist: ARRANGING FURNITURE	14	17

SUGGESTED AUDIO-VISUAL MATERIALS

"Working with Space," Butterick Interior Design Series, Program 2. Butterick Publishing Co., Altoona, PA 16603

RECOMMENDED REFERENCES

TOPIC: Arranging Furniture

Morton and others, The Home: Its Furnishings and Equipment, New York: McGraw-Hill, 1979, pp. 303-322.

Foster and others, Creative Living, New York: Butterick Publishing Co., 1979, pp. 192-209.

Objective HHF 17

Module No. 26

ARRANGING FURNITURE

(Title)

Learning Activity No.	Suggestions	Tools, Equipment and Supplies	Teacher's Notes
1	Use other references if the ones listed are not available	Foster and others, Creative Living, pp. 192-209. Morton and others, The Home: Its Furnishings and Equipment, pp. 303-322	
2	None		
3	Divide the class into groups to identify areas and discuss information. Summarize findings in large groups to assure correctly drawn conclusions		
4	None		
5	Complete activity in large or small group work	Dated home decorating magazines, scissors, construction paper, glue, and labeling pens	

Objec HHF 17 Mo e No. 26

ARRANGING FURNITURE

(Title)

Learning Activity No.	Suggestions	Tools, Equipment and Supplies	Teacher's Notes
6	Check with furniture stores in advance and set up time for visitation by students	Paper and pencils for making notes regarding observed functional areas	
7	Have students work in pairs to complete this activity		
8	None		
9	Complete activity in large or small group work	Provide adequate selection of living, dining and bedroom arrangement pictures. Furnish students with Furniture Arrangement Check Sheet	
10	Allow entire class to view filmstrip. Use other available AV if the suggested filmstrip is not available	Filmstrip, projector, cassette tape player, or record player	

Objectiv HHF 17

Modu No. 26

ARRANGING FURNITURE

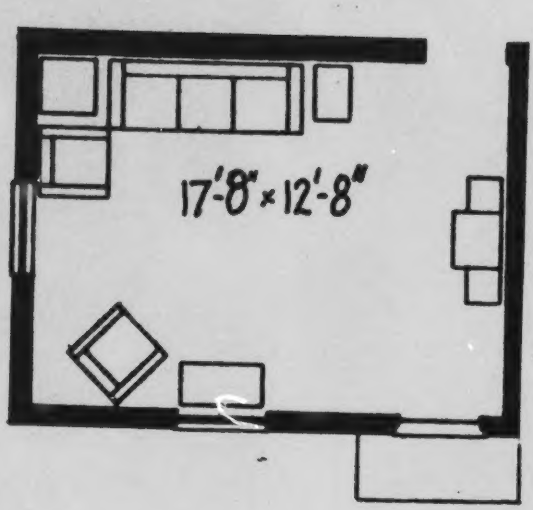
(Title)

Learning Activity No.	Suggestions	Tools, Equipment and Supplies	Teacher's Notes
11	None		
12	None		
13	None		
14	One case situation is provided. Plan other situations using different furniture. Use the Evaluator's Final Checklist for checking the student out.	If equipment and supplies are available, duplicate the graph sheet and furniture templates for students' use in doing the Check-out activity.	
Extended Learnings	Encourage students to use learnings from the module to plan for improved furniture arrangement in a room at home. Using ½" scale graph paper and furniture cut-outs to show the room as it is they could design a new arrangement of the furnishings; im-	plement the plan and make a report to the instructor and/or classmates	

CHECK-OUT ACTIVITY

No. 26

Suggested Key



Objective HHF 35 Module No. 27

REFINISHING FURNITURE

CONTENTS OF MODULE

Student Information Activity Page

REFINISHING FURNITURE 1 2
REMOVING OLD FINISHES 3 3
PREPARING SURFACES FOR NEW FINISH 4 3
APPLYING A NEW FINISH 5 5

Student Self-Check

REFINISHING FURNITURE 7 5

Evaluator's Final Checklist: REFINISHING FURNITURE 8 7

SUGGESTED AUDIO-VISUAL MATERIALS

None

RECOMMENDED REFERENCES

Topic: Refinishing Furniture

Craig, Hazel Thompson. Homes With Character, 4th ed., Lexington, Mass: D. C. Heath and Company.

Objective F 35 Module No. 27

REFINISHING FURNITURE

(Title)

Learning Activity No.	Suggestions	Tools, Equipment and Supplies	Teacher's Notes
1	None		
2	Use other references if the one listed is not available	Craig, Hazel Thompson. Homes With Character	
3	None		
4	None		
5	None		

Objective HF 35 Module No. 27

REFINISHING FURNITURE

(Title)

Learning Activity No.	Suggestions	Tools, Equipment and Supplies	Teacher's Notes
6	Plan for a demonstration of steps involved in refinishing furniture. This may be given by the instructor or a resource person	A piece of wooden furniture, floor cover, paint, paint thinner, paint remover, screwdriver, cloths, scraper, steel wool, primer and paint brush	
7	None		
8	Be ready to provide all items needed for refinishing furniture activity. Allow more than one class period for completion of Check-Out Activity. Use Instructor's final Checklist for checking student out.	A piece of wooden furniture, floor cover, paint, paint thinner, paint remover, screwdriver, cloths, scraper, steel wool, primer and paint brush	
Extended Learnings	Encourage students to use learnings from the module to refinish at least one piece of furniture at home. They could take before and after pictures and share them in a report to instructor and/or classmates. Students could visit local furniture stores		
	and make a study of different types of finishes used on furniture. Have students compare costs of new and refinished pieces of furniture.		

Objective MFE No. 41 Module No. 28

GUIDELINES FOR SELECTING MAJOR APPLIANCES

CONTENTS OF MODULE

Student Information	Activity	Page
GLOSSARY OF TERMS	1	2
Student Self-Check		
TERMS TO KNOW	2	2

SUGGESTED AUDIO-VISUAL MATERIALS

Filmstrip: "What's Behind a Warranty?" Consumer Information Dept. E-1, Corning Glass Works, 400 Creekside Drive, Tonawanda, NY 14150 4

RECOMMENDED REFERENCES

3

Topic: Selecting Major Appliances

Morton, et al, The Home: Its Furnishings and Equipment, New York: McGraw-Hill Book Co., 1979, pp. 386-406.

Objective M No. 41 **Module** o. 28

GUIDELINES FOR SELECTING MAJOR APPLIANCES

(Title)

Learning Activity No.	Suggestions	Tools, Equipment and Supplies	Teacher's Notes
1.	None		
2.	None		
3.	Provide reference, Morton, et al, The Home: It's Furnishings and Equipment.	Newspaper ads, magazines.	
4.	Set up time in class for viewing filmstrip.	Filmstrip: "What's Behind a Warranty?" by Corning. Film projector. Screen	
5.	Class project	File folders, pens, labels	

Objective HFE No. 41 Module No. 28

SELECTING MAJOR APPLIANCES

(Title)

Learning Activity No.	Suggestions	Tools, Equipment and Supplies	Teacher's Notes
6	The student must be able to list the seven guides for buying appliances presented in no. 3.		

Objective MFE 41 Module No. 29

SELECTING A RANGE

CONTENTS OF MODULE

	Activity	Page
Student Information		
FEATURES OF A RANGE - GAS OR ELECTRIC	5	3
Student Self-Checks		
COOKING MODELS	2	2
Evaluator's Final Checklist: SELECTING A RANGE	10	5

SUGGESTED AUDIO-VISUAL MATERIALS

RECOMMENDED REFERENCES

TOPIC: RANGE

Morton and Others. The Home: Its Furnishings and Equipment 1
New York: McGraw-Hill, 1979, pp. 435-443.

Objective [illegible]E 41

Module No. 29

SELECTING A RANGE

(Title)

Learning Activity No.	Suggestions	Tools, Equipment and Supplies	Teacher's Notes
1	Make references available to students		
2	None		
3	Field trip		
4	None		
5	None	ranges catalogs newspaper ads magazines	

Objective MFE 41

Module No. 29

SELECTING A RANGE

(Title)

Learning Activity No.	Suggestions	Tools, Equipment and Supplies	Teacher's Notes
6	Library research	consumer magazines	
7	Resource speaker		
8	Resource speaker	floor plan graph templates	
9	Use file assembled in Module 28.	file box file folders	
10	Use Evaluator's Checklist for checking student out		

CHECK-OUT ACTIVITY

Suggested Key

Range 4 is the best choice for the Cromers. It is a drop-in model that will fit the existing space and is easily cleaned. The continuous-cleaning feature is less expensive than the self-cleaning feature in Ranges 1 and 3. The eye-level oven (Ranges 1) is not practical for short people such as Louise. Range 2 is inappropriate because the Cromers' kitchen will not accommodate a built-in oven without extensive remodeling. Range 3 is programmed and not designed for those who are away from home most of the day; its three units are insufficient for a family of five. All models are within the Cromers' budget.

CHECK-OUT ACTIVITY

Suggested Key

Range 4 is the best choice for the Cromers. It is a drop-in model that will fit the existing space and is easily cleaned. The continuous-cleaning feature is less expensive than the self-cleaning feature in Ranges 1 and 3. The eye-level oven (Ranges 1) is not practical for short people such as Louise. Range 2 is inappropriate because the Cromers' kitchen will not accommodate a built-in oven without extensive remodeling. Range 3 is programmed and not designed for those who are away from home most of the day; its three units are insufficient for a family of five. All models are within the Cromers' budget.

Objective MFE 41 Module No. 30

SELECTING A REFRIGERATOR/FREEZER

CONTENTS OF MODULE

	Activity	Page
Student Information		
None		
Student Self-Check		
REFRIGERATOR/FREEZER FACTS	2	2
Evaluator's Final Checklist: SELECTING A REFRIGERATOR/FREEZER	10	6

SUGGESTED AUDIO-VISUAL MATERIALS

None

RECOMMENDED REFERENCES

Topic: Refrigerator/freezers

Morton and others. The Home: Its Furnishings and Equipment, 2nd ed., pp. 448-456, 394 1,3,5

Objective MFE 41

Module No. 30

SELECTING A REFRIGERATOR/FREEZER

(Title)

Learning Activity No.	Suggestions	Tools, Equipment and Supplies	Teacher's Notes
1	Have reference available for student		
2	None		
3	Provide reference for student		
4		nameplate on refrigerator/freezer and on freezer	
5	Provide reference for student		

Objective MFE 41 Module No 30

SELECTING REFRIGERATOR/FREEZER

(Title)

Learning Activity No.	Suggestions	Tools, Equipment and Supplies	Teacher's Notes
6	Evaluate equipment in laboratory.		
7	Have students work in pairs		
8	May use another design feature; student should have acquired this knowledge on field trip		
9		current consumer magazines	
10	Resource person		

CHECK-OUT ACTIVITY

Case Study

Suggested Answer Key

Model C is the best choice for the Coopers because it is energy efficient, easy to maintain, and convenient for a handicapped person because of the ice hatch and water dispenser. Model A is a good appliance but does not offer the ice and water dispenser which would greatly assist a handicapped person. Model B is another fine appliance but again it doesn't offer the convenience features of Model C and since it is frost-free, it is not as energy efficient. Model D is larger than needed and does not offer the power saver switch of the other models. It is also frost-free which makes it less energy efficient than Models A and C. All models are within the Cooper's budget.

Objective MFE 41

Module No. 30

SELECTING REFRIGERATOR/FREEZER

(Title)

Learning Activity No.	Suggestions	Tools, Equipment and Supplies	Teacher's Notes
11	Resource person		
12	Home project	file, folders	
13	Use Evaluator's Final Checklist to check student out	Case situation catalogs newspaper advertisements consumer magazines	

Objective MFE 41 Module No. 31

SELECTING A MICROWAVE OVEN

CONTENTS OF MODULE

Student Information	Activity	Page
GLOSSARY OF TERMS	1	2
THE MICROWAVE OVEN	3	3
FEATURES OF THE MICROWAVE OVEN	6	6
Student Self-Checks		
TERMS TO KNOW	2	3
FACTS ABOUT THE MICROWAVE	4	4
Evaluator's Final Checklist: SELECTING A MICROWAVE OVEN	12	9

SUGGESTED AUDIO-VISUAL MATERIALS

None

5

RECOMMENDED REFERENCES

Topic: Microwave oven

Morton, Guthrie, Inman, and Geuther, The Home: Its Furnishings and Equipment, 2nd ed., pp. 443-445.

Objective MFE 41

Module No. 31

SELECTING A MICROWAVE OVEN

(Title)

Learning Activity No.	Suggestions	Tools, Equipment and Supplies	Teacher's Notes
1	None		
2	None		
3	None		
4	None		
5		Morton, Guthrie, Inman, Geuther, The Home: Its Furnishings and Equipment, pp. 443-445.	

Objective MFE 41 Module No. 31

SELECTING A MICROWAVE OVEN

(Title)

Learning Activity No.	Suggestions	Tools, Equipment and Supplies	Teacher's Notes
6		catalogs, newspaper ads, microwave oven	
7	No. 6 & 7 could be done during a field trip. If time and transportation are problems, borrow two ovens from a local appliance dealer	field trip	
8	Ask librarian to provide current magazines for students	library — current consumer magazines	
9	Invite a home economist or an appliance company representative to demonstrate the use of the microwave oven. Discuss advantages and disadvantages of the microwave oven during demonstration. Summarize.	microwave oven, food supplies, nonmetal utensils Selected references, pamphlets	
10	Refer to file assembled on Module 28	file folders or boxes labels pens pamphlets	

Objective MFE 41

Module No. 31

SELECTING A MICROWAVE OVEN

(Title)

Learning Activity No.	Suggestions	Tools, Equipment and Supplies	Teacher's Notes
11	Have a science student to discuss the scientific aspect of microwave cooking	food items microwave oven	
12	Use Evaluator's Final Checklist for checking student out	case study	

No. 31

CHECK-OUT ACTIVITY

Selecting a Microwave Oven

Suggested Key

Microwave 3 is the best choice for the Roberts because of its defrost feature and shelves. The 120-volt wiring is fine for their circuit. Since they freeze much of their food, the defrost feature will satisfy their busy schedule. Microwave 2 is a good choice, but it does not offer the convenience of Microwave 3. Microwave 1 is built in and probably would not fit a small kitchen; its voltage would require rewiring, also. All ovens are within the Roberts' budget, but Microwave 3 is less expensive than Microwave 1.

Objective MFE 42

Module No. 32

SELECTING A DISHWASHER

CONTENTS OF MODULE

	Activity	Page
Student Information		
GLOSSARY OF TERMS	1	2
Student Self-Checks		
TERMS TO KNOW	2	3
HOT FACTS ABOUT DISHWASHERS	4	3
Instructor's Final Checklist: Selecting A Dishwasher	11	6

SUGGESTED AUDIO-VISUAL MATERIALS

RECOMMENDED REFERENCES

TOPIC: DISHWASHERS

Morton, et al, The Home: Its Furnishings and Equipment, 2nd ed., pp. 456-460. . . . . 3, 5

Objective MFE 42 Module No. 32

SELECTING A DISHWASHER

(Title)

Learning Activity No.	Suggestions	Tools, Equipment and Supplies	Teacher's Notes
1	None		
2	None		
3	None	Morton, Guthrie, Inman, Geuther, The Home: Its Furnishings and Equipment, pp. 456-460	
4	None		
5	None	Dishwashers, Use and Care booklet	

Objective [illegible] 42

Module [illegible] .32

SELECTING A DISHWASHER

(Title)

Learning Activity No.	Suggestions	Tools, Equipment and Supplies	Teacher's Notes
6	Field Trip		
7	Teacher or dealer demonstration		
8	None	Current consumer magazines	
9	None	Food thermometer, cup, hot water	
10	None	Folders, file box	

Objective FE 42

Module No. 32

SELECTING A DISHWASHER

(Title)

Learning Activity No.	Suggestions	Tools, Equipment and Supplies	Teacher's Notes
11	Use Evaluator's Final Checklist to check student out.	Case study	

CHECK-OUT ACTIVITY

Suggested Key

Dishwasher model B is the best choice for the Glenns. It has the easy-to-use, front-loading feature. It is movable if they decide to move to another city, or it can have the wheels removed for permanent installation if desired. The power-saver feature will save energy, too. Dishwasher A is a top-loader that does not have the advantages of a front-loading machine although it is somewhat cheaper. Dishwasher C is built in and would require additional construction costs. The forced-air-drying feature is more expensive than the power-saver (natural evaporation) feature. Dishwasher D is not practical since the kitchen is already built.

Objective MFE 41 Module No. 33

SELECTING LAUNDRY EQUIPMENT

CONTENTS OF MODULE

Student Information

	Activity	Page
GLOSSARY OF TERMS	1	2
LAUNDRY TODAY	4	6, 7

Student Self-Checks

	Activity	Page
LAUNDRY EQUIPMENT TERMS	3	3
Evaluator's Final Checklist: SELECTING LAUNDRY EQUIPMENT	11	10

SUGGESTED AUDIO-VISUAL MATERIALS

None

RECOMMENDED REFERENCES

Topic: Laundry Equipment

Morton, *et al*. *The Home: Its Furnishings and Equipment*, 2nd ed., pp. 484-496 2,9

Objective E 41

Module No 33

SELECTING LAUNDRY EQUIPMENT

(Title)

Learning Activity No.	Suggestions	Tools, Equipment and Supplies	Teacher's Notes
1	None		
2	Make appropriate references available to student		
3	None		
4	None		
5	Field trip		

Objective E 41

Module 33

SELECTING LAUNDRY EQUIPMENT

(Title)

Learning Activity No.	Suggestions	Tools, Equipment and Supplies	Teacher's Notes
6	Ask the appliance dealer (Refer to No. 5) to demonstrate how to figure the finance cost		
7	None	Current consumer magazines	
8	Resource person		
9	Locate appropriate reference or ask dealer during field trip		
10	Refer to file assembled in Module 28	file folder or boxes	

Objective MFE 41

Module No. 33

SELECTING LAUNDRY EQUIPMENT

(Title)

Learning Activity No.	Suggestions	Tools, Equipment and Supplies	Teacher's Notes
11	Use Evaluator's Final Checklist to check student out	Case study	

CHECK-OUT ACTIVITY KEY

Suggested Responses

All the washer/dryers are within the Fowlers' budget because of the 20% reduction sale. However, the most appropriate purchase for the family is the automatic, top-loader washer because it has a metered fill control and a perforated tub. Due to low water pressure, this washer is the best choice. The non-automatic washer requires extra time that isn't available to a young family. The front loader has a solid tub that would not remove gritty dirt as easily as the perforated one. A compact washer, although it is water efficient and portable, is not practical with this size family.

The most appropriate dryer is electric because the Fowlers live on an REA (Rural Electric Association) line A gas dryer is more energy efficient, but installation would be impractical. Again, a compact dryer is a poor choice because it uses more time to dry smaller loads.

Objective MFE 41 and HHF 68 Module No. 34

SELECTING A ROOM AIR CONDITIONER

CONTENTS OF MODULE

Student Information	Activity	Page
STEPS IN CLEANING A ROOM AIR CONDITIONER FILTER	9	3
Student Self-Check		
COOL FACTS ABOUT THE ROOM AIR CONDITIONER	2	3
Evaluator's Final Checklist: SELECTING A ROOM AIR CONDITIONER	11	6

SUGGESTED AUDIO-VISUAL MATERIALS

None

RECOMMENDED REFERENCES

Topic: Room Air Conditioner

Morton and others. The Home: Its Furnishings and Equipment, 2nd ed., pp. 446-470	1
1979 Buying Guide Issue of Consumer Reports, Vol. 43, No. 12, pp. 272-273 (in annual issue each year)	3

Objective [illegible]FE 41 and HHF 68

Module No. 34

SELECTING A ROOM AIR CONDITIONER

(Title)

Learning Activity No.	Suggestions	Tools, Equipment and Supplies	Teacher's Notes
1	Have reference available for student use		
2	None		
3	Secure Cooling-Load Estimate Forms from Assoc. of Home Appliance Manufacturers, 20 North Wacker Drive, Chicago, IL 60606		
4	Field trip		
5	Library research	Current consumer magazines	

Objectiv MFE 41 and HHF 68 Modu No. 34

SELECTING A ROOM AIR CONDITIONER

(Title)

Learning Activity No.	Suggestions	Tools, Equipment and Supplies	Teacher's Notes
6	None	Catalogs giving Btu's and wattage	
7	Refer to file assembled in Module 28		
8	Resource speaker – Utility Company		
9	None		
10	Demonstration	Air conditioner, filter, screwdriver, water, pan, towel	

Objectiv HFE 41 and HHF 68 Modu No. 34

SELECTING A ROOM AIR CONDITIONER

(Title)

Learning Activity No.	Suggestions	Tools, Equipment and Supplies	Teacher's Notes
11	Use the Evaluator's Final Checklist to check the students out		

CHECK-OUT ACTIVITY

Case Study

Suggested Key

The Richardsons' need an economical yet flexible unit due to their diverse interests and activities. Model C would be the best choice for the Richardsons as it is within their budget, is the size needed, and has the energy efficient and design features that they need. Model A does not have the design features of Model C, and it has a metal cabinet that probably would not look as attractive as the woodgrain finish. Model B is a good choice; however, Model C permits them two-way air direction and thermostat control. Model D is an excellent air conditioner but it is not within their budget. Model E has too much power for the Richardson's needs and is too expensive for their budget.

Objective MFE 42 Module No. 35

SELECTING EQUIPMENT FOR FLOOR CARE

CONTENTS OF MODULE

	Activity	Page
Student Information		
GLOSSARY OF TERMS	1	2
Student Self-Check		
TERMS TO KNOW	2	2
Evaluator's Final Checklist: SELECTING EQUIPMENT FOR FLOOR CARE	9	6

SUGGESTED AUDIO-VISUAL MATERIALS

None

RECOMMENDED REFERENCES

Topic: Equipment for Floor Care

Morton, et al. The Home: Its Furnishings and Equipment, 2nd ed., pp. 477-482. 3

Objectiv MFE 42

Modu No. 35

SELECTING EQUIPMENT FOR FLOOR CARE

(Title)

Learning Activity No.	Suggestions	Tools, Equipment and Supplies	Teacher's Notes
1	None		
2	None		
3	None	References: Morton, *et al.* The Home: Its Furnishing and Equipment	
4	Library research	Current consumer magazines	
5	Resource person or field trip		

Objective MFE 42

Module No. 35

SELECTING EQUIPMENT FOR FLOOR CARE

(Title)

Learning Activity No.	Suggestions	Tools, Equipment and Supplies	Teacher's Notes
6	Field trip or resource person		
7	Field trip or resource person		
8	None		
9	Use Evaluator's Final Checklist for checking student out	Case study	

CHECK-OUT ACTIVITY

Case Study

Suggested Key

A good appliance for the Dionnes would be model D with the attachments. Model B would be useful, but it depends on the extent of Mr. Dionnes' woodworking skills. The shop vacuum is too heavy for ordinary use. Model A is not really desirable for everyday floor care. It is a handy, quick appliance, but not desirable for heavy, routine cleaning. Since the Dionnes already own a canister vacuum, model C is not a good choice.

The investment in a shampooer/polisher is not feasible for this family.

Objective HHF Nos. 18, 21, 22 Module No. 36

CLEANING ALUMINUM AND COPPER SURFACES

CONTENTS OF MODULE

Student Information	Activity	Page
GLOSSARY OF TERMS	1	2
CARE OF ALUMINUM	4	3
CARE OF COPPER	5	3
Student Self-Checks		
TERMS TO KNOW	2	3
Evaluator's Final Checklist: CLEANING ALUMINUM AND COPPER SURFACES	7	5

SUGGESTED AUDIO-VISUAL MATERIALS

None

RECOMMENDED REFERENCES

Morton, and others. *The Home: Its Furnishings and Equipment*, 2nd ed., part 3, "Household Equipment."

Objective H Nos. 18, 21, 22 Module . 36

CLEANING ALUMINUM AND COPPER

(Title)

Learning Activity No.	Suggestions	Tools, Equipment and Supplies	Teacher's Notes
1.	None		
2.	None		
3.	Borrow items from local store for exhibit: or invite power company home economist to demonstrate appliance care.		
4.	None		
5.	None		

Objective F Nos. 18, 21, 22

Module No. 36

CLEANING ALUMINUM AND COPPER

(Title)

Learning Activity No.	Suggestions	Tools, Equipment and Supplies	Teacher's Notes
6.	Provide a practice area in the classroom.	Aluminum and copper surfaces, cleaning compounds, and cloths.	
7.	Use the Evaluator's Checklist for checking the student out.		

CLEANING MARBLE SURFACES

CONTENTS OF MODULE

Student Information	Activity	Page
CARE OF MARBLE	1	2
Student Self-Checks		
None		
Evaluator's Final Checklist: CLEANING MARBLE SURFACES	3	4

SUGGESTED AUDIO-VISUAL MATERIALS

None

RECOMMENDED REFERENCES

TOPIC: Cleaning Marble Surfaces

Clemson University Extension Service, The Care and Cleaning of Furniture and Furnishings, HE Circular 260.

Objective HF No. 26

Module No. 37

CLEANING MARBLE SURFACES

(Title)

Learning Activity No.	Suggestions	Tools, Equipment and Supplies	Teacher's Notes
1.	None		
2.	Teacher demonstration.	Materials for making homemade cleaner or use a commercial marble cleaner.	
3.	Use Evaluator's Final Checklist for checking the student out.		

Objective Nos. 27, 29 Module No. 38

CLEANING STAINLESS STEEL AND NONSTICK SURFACES

CONTENTS OF MODULE

Student Information	Activity	Page
CARE OF STAINLESS STEEL	1	2
CARE OF NONSTICK SURFACES	3	2

Student Self-Checks

None

Evaluator's Final Checklist: CLEANING STAINLESS STEEL AND NONSTICK SURFACES 5 3

SUGGESTED AUDIO-VISUAL MATERIALS

None

RECOMMENDED REFERENCES

None

Objective [illegible]HF Nos. 27 & 29

Module No. 38

CLEANING STAINLESS STEEL AND NONSTICK SURFACES

(Title)

Learning Activity No.	Suggestions	Tools, Equipment and Supplies	Teacher's Notes
1.	None		
2.	Teacher will make an exhibit of stainless steel items in the classroom.	Stainless steel cookware and stainless steel tableware.	
3.	None		
4.	Encourage students to use both types of pans.	Frying pan coated with nonstick surfaces. Uncoated frying pan.	
5.	Use Evaluator's Final Checklist for checking the student out.	Stainless steel cleaner. Cleaner for nonstick surface.	

Objective 36, 37, 38

Module No. 39

POLISHING BRASS, BRONZE, CHROMIUM, SILVER, AND PEWTER

CONTENTS OF MODULE

	Activity	Page
Student Information		
GLOSSARY OF TERMS	1	2
POLISHING BRASS AND BRONZE	3	3
CARING FOR CHROMIUM	5	4
CARE OF SILVER	7	4
CARE OF PEWTER	9	5
Student Self-Checks		
TERMS TO KNOW	2	3
POLISHING BRASS AND BRONZE	4	3
CHROMIUM	6	4
CARE OF SILVER	8	5
CARE OF PEWTER	10	5
Evaluator's Final Checklist: POLISHING BRASS, BRONZE, CHROMIUM, SILVER, AND PEWTER	11	7

SUGGESTED AUDIO-VISUAL MATERIALS

None

RECOMMENDED REFERENCES

TOPIC: Polishing Brass, Bronze, Chromium, Silver, and Pewter

Clemson University Extension Service, The Care and Cleaning of Furniture and Furnishings, HE Circular 260.

Objective 36,37,38

Module No. 39

POLISHING BRASS, BRONZE, CHROMIUM, SILVER AND PEWTER

(Title)

Learning Activity No.	Suggestions	Tools, Equipment and Supplies	Teacher's Notes
1	None		
2	None		
3	None		
4	None		
5	None		

Objective 36,37,38 Module No. 39

POLISHING BRASS, BRONZE, CHROMIUM, SILVER, AND PEWTER

(Title)

Learning Activity No.	Suggestions	Tools, Equipment and Supplies	Teacher's Notes
6	None		
7	None		
8	None		
9	None		
10	None		

Objective 36, 37, 38

Module No. 39

POLISHING BRASS, BRONZE, CHROMIUM, SILVER, AND PEWTER

(Title)

Learning Activity No.	Suggestions	Tools, Equipment and Supplies	Teacher's Notes
11	Use Evaluator's Final Checklist to check student out.	detergents; cleaners for silver, brass, bronze, chromium, and pewter; soft cloths.	

Objective 19, 28, 20, 44, 45, 46. 49

Module No. 40

CLEANING HARD SURFACE FLOORS

CONTENTS OF MODULE

	Activity	Page
Student Information		
ROUTINE FLOOR CARE	2	2
TYPES OF FLOOR COVERING	4	3
Student Self-Checks		
ROUTINE FLOOR CARE	3	3
Instructor's Final Checklist: Cleaning Hard Surface Floors	7	6

SUGGESTED AUDIO-VISUAL MATERIALS

None

RECOMMENDED REFERENCES

TOPIC: Cleaning Hard Surface Floors	1

Morton, *et al.* *The Home: Its Furnishings and Equipment*, New York: McGraw-Hill, 1979, pp. 477-480.

Objective [illegible]9,28,20, 44, 45, 46, 49

Module No. 40

CLEANING HARD SURFACE FLOORS

(Title)

Learning Activity No.	Suggestions	Tools, Equipment and Supplies	Teacher's Notes
1	Use other available references.		
2	None		
3	None		
4	None		
5	Teacher-made exhibit of sample of different types of flooring. Field trip.	samples of vinyl, asphalt, rubber and ceramic tile.	

Objectiv[illegible]9,28,20, 44,45,46,49

Module No. 40

CLEANING HARD SURFACE FLOORS (contd.)

(Title)

Learning Activity No.	Suggestions	Tools, Equipment and Supplies	Teacher's Notes
6	Teacher or dealer demonstration	asphalt or rubber tile turpentine	
7	Use Evaluator's Final Checklist to check student out.	floor surfaces, mop, broom, vacuum, cleaning compound, cloths.	

Objectives 48

Module No. 41

CARING FOR WOOD FLOORS

CONTENTS OF MODULE

Student Information

	Activity	Page
GLOSSARY OF TERMS	2	2
CARE OF WOOD FLOORS	4	3
REMOVING OLD WAX	5	3
WAXING FLOORS	7	4

Student Self-Check

	Activity	Page
TERMS TO KNOW	3	2
STEPS IN REMOVING WAX	6	4
WAXING FLOORS	8	5
Evaluator's Final Checklist: CARING FOR WOOD FLOORS	9	7

SUGGESTED AUDIO-VISUAL MATERIALS

None

RECOMMENDED REFERENCES

TOPIC: Caring for Wood Floors

Morton and others. The Home: Its Furnishings and Equipment, New York: McGraw-Hill, 1979, pp. 481-482.

Objectiv 48

Module No. 41

CARING FOR WOOD FLOORS

(Title)

Learning Activity No.	Suggestions	Tools, Equipment and Supplies	Teacher's Notes
1	Have suggested reference or one of your choice available for student use.	Suggested reference, The Home: Its Furnishings and Equipment, pp. 481-482	
2	None		
3	None		
4	None		
5	None		

Objective 48

Module No. 41

CARING FOR WOOD FLOORS (contd.)

(Title)

Learning Activity No.	Suggestions	Tools, Equipment and Supplies	Teacher's Notes
6	None		
7	None		
8	None		
9	Might rent a shampooer — polisher, if the school does not own one. Use Evaluator's Final Checklist to check student out.	wooden floors, wax remover, broom, mop, detergent, floor waxer, wax	
	333		

Objectives HHF 40, 42 Module No. 42

CLEANING RUGS AND CARPETS

CONTENTS OF MODULE

Student Information

	Activity	Page
CARPETS AND RUGS - SPOT REMOVAL	2	2
SHAMPOOING CARPETS AND RUGS	5	5
Student Self-Checks		
CARPETS AND RUGS – SPOT REMOVAL	3	4
Instructor's Final Checklist: Cleaning Rugs and Carpets	7	7

SUGGESTED AUDIO-VISUAL MATERIALS

RECOMMENDED REFERENCES

TOPIC: CLEANING RUGS AND CARPETS

Morton, et al. The Home - Its Furnishings and Equipment,
2nd. ed., New York: McGraw-Hill, 1979, pp.477 - 480.

Objective 40, 42

Module No. 42

CLEANING RUGS AND CARPETS

(Title)

Learning Activity No.	Suggestions	Tools, Equipment and Supplies	Teacher's Notes
1	Make references available to students		
2	None		
3	None		
4	Teacher demonstration	Carpet, cleaning agent, vacuum cleaner, sponge, and cloth	
5	None		

Objectiv HF 40, 42 Module No. 42

CLEANING RUGS AND CARPETS

(Title)

Learning Activity No.	Suggestions	Tools, Equipment and Supplies	Teacher's Notes
6	Teacher demonstration or ask a professional to come and give demonstration	Carpet shampooer, shampoo, vacuum cleaner, aluminum foil, carpet	
7	Use Evaluator's Final Checklist to check student out.	Carpet, spot remover, vacuum cleaner, sponge, cloth, carpet shampooer, shampoo and aluminum foil	

Objectives 30, 41, 43

Module No. 43

CLEANING UPHOLSTERED FURNITURE

CONTENTS OF MODULE

Student Information	Activity	Page
ROUTINE UPHOLSTERY CARE	1	2
HOW TO SHAMPOO UPHOLSTERY	3	3
SPOT AND STAIN REMOVAL	5	5

Student Self-Checks		
ROUTINE UPHOLSTERY CARE	2	2
HOW TO SHAMPOO UPHOLSTERY	4	4
SPOT AND STAIN REMOVAL	6	6

Evaluator's Final Checklist: CLEANING UPHOLSTERED FURNITURE	9	8

SUGGESTED AUDIO-VISUAL MATERIALS

None

RECOMMENDED REFERENCES

- TOPIC: Cleaning Upholstered Furniture

None

Objective 30, 41, 43

Module No. 43

CLEANING UPHOLSTERED FURNITURE

(Title)

Learning Activity No.	Suggestions	Tools, Equipment and Supplies	Teacher's Notes
1	None		
2	None		
3	None		
4	None		
5	None		

Objectiv 30, 41, 43 Modul No. 43

CLEANING UPHOLSTERED FURNITURE

(Title)

Learning Activity No.	Suggestions	Tools, Equipment and Supplies	Teacher's Notes
6	None		
7	Demonstration by teacher or a student	Vacuum cleaner, cleaner, sponge, cloth, spatula, brush, upholstered furniture	
8	None	Vacuum cleaner and upholstered furniture	
9	Use the Evaluator's Final Checklist to check out students	Upholstered furniture, vacuum cleaner, cleaner, sponge, cloth, spatula, brush, fan, or hair dryer	

LAUNDERING HOUSEHOLD TEXTILES

CONTENTS OF MODULE

	Activity	Page
Student Information		
TIPS FOR LAUNDERING	4	2
IRONING TIPS	7	4
Student Self-Checks		
STEPS TO SUCCESSFUL LAUNDERING	5	3
Instructor's Final Checklist: Laundering Household Textiles	9	5

SUGGESTED AUDIO-VISUAL MATERIALS

Filmstrip, "Washing the Wearables," Available from 2
Audio-Visual School Service, P.O. Box 873, New York, New York
10023

RECOMMENDED REFERENCES

TOPIC: LAUNDERING HOUSEHOLD TEXTILES

Morton, _et al,_ _The Home: Its Furnishings and Equipment_,
New York, McGraw-Hill, 1979, pp.484 - 500.

Proctor and Gamble Co., "Stain Removal Chart,"
P.O. Box 14009, Cincinnati, Ohio 45214

Objective 32, 47

Module No. 44

LAUNDERING HOUSEHOLD TEXTILES

(Title)

Learning Activity No.	Suggestions	Tools, Equipment and Supplies	Teacher's Notes
1	Have references available for students		
2	Show filmstrip to group or individual students	Filmstrip - "Washing the Wearables" Projector and screen	
3	Select a few common stains for a teacher or student demonstration	Stain removal chart. Appropriate chemicals to remove stains that are selected.	
4	None		
5	None		

Objective 32, 47

Module No. 44

LAUNDERING HOUSEHOLD TEXTILES

(Title)

Learning Activity No.	Suggestions	Tools, Equipment and Supplies	Teacher's Notes
6	Have references available for students		
7	None		
8	None	Steam iron, ironing board, household linens	
9	Use Evaluator's Final Checklist for checking student out.	Washer, cleaning detergents, bleach, fabric softeners, household linens, steam iron, ironing board	

Objectives No. 23, 39

Module No. 45

CARING FOR WOOD FURNITURE

CONTENTS OF MODULE

Student Information	Activity	Page
ROUTINE CARE OF WOOD FURNITURE	1	2
CLEANING FINISHED WOOD SURFACES	3	3
REMOVING HEAT AND WATER RINGS	5	4
Student Self-Checks		
WOOD CARE PRODUCTS	2	2
CLEANING FINISHED WOOD SURFACES	4	4
Evaluator's Final Checklist: CARING FOR WOOD FURNITURE	8	6

SUGGESTED AUDIO-VISUAL MATERIALS

None

RECOMMENDED REFERENCES

TOPIC: Caring for Wood Furniture

"Wood," The Care and Cleaning of Furniture and Furnishings, Clemson University Extension Service, HE Circular 260, May 1979.

Objective 23, 39

Module No. 45

CARING FOR WOOD FURNITURE

(Title)

Learning Activity No.	Suggestions	Tools, Equipment and Supplies	Teacher's Notes
1	None		
2	None		
3	None		
4	None		
5	None		

Objective 23, 39

Module No. 45

CARING FOR WOOD FURNITURE (contd.)

(Title)

Learning Activity No.	Suggestions	Tools, Equipment and Supplies	Teacher's Notes
6	Demonstration can be done by teacher or another student.	Wooden surface, paste wax, mayonnaise, camphor, rottenstone, salad oil, ink blotter, fine steel wool, soft cloths, iron.	
7	This practice can be part of routine care of classroom.	dust cloths, selection of furniture waxes.	
8	Use Evaluator's Final Checklist for checking student out.	above plus finished wood surface and commercial cleaner, or turpentine and boiled linseed oil.	

Objective HHF 33 Module No. 46

MAKING A BED

CONTENTS OF MODULE

	Activity	Page
Student Information		
NONE		
Student Self-Checks		
NONE		
Evaluator's Final Checklist: MAKING A BED	4	3

SUGGESTED AUDIO-VISUAL MATERIALS

None

RECOMMENDED REFERENCES

	Activity
Topic: Making a Bed	
Brinkley, Chamberlain, and Champion, Teen Guide to Homemaking, 4th ed, 1977, pp. 179-181.	1

Objective HHF 33

Module No. 46

MAKING A BED

(Title)

Learning Activity No.	Suggestions	Tools, Equipment and Supplies	Teacher's Notes
1	Have reference available for students		
2	Teacher can demonstrate how to make a bed to the entire class	Bed, mattress pad, bottom and top sheet, blanket, spread, pillows and pillow cases	
3	Teacher should provide opportunity for each student to practice making a bed	Bed, mattress pad, bottom and top sheet, blanket, spread, pillows and pillow cases	
4	Use the Evaluator's Final Checklist for checking the student out		

Objective 59, 65

Module No. 47

BUILDING AND MAINTAINING A FIRE

CONTENTS OF MODULE

Student Information

	Activity	Page
GLOSSARY OF TERMS	1	2
BUILDING A FIRE	3	3
REMOVING ASHES AND SOOT	5	4
SAFETY TIPS	6	4

Student Self-Checks

	Activity	Page
TERMS TO KNOW	2	2
STEPS IN BUILDING A FIRE	4	3
Evaluator's Final Checklist: BUILDING AND MAINTAINING A FIRE	8	6

SUGGESTED AUDIO-VISUAL MATERIALS

None

RECOMMENDED REFERENCES

TOPIC: Building and Maintaining a Fire

None

Objectiv 59, 65

Modul No. 47

BUILDING AND MAINTAINING A FIRE

(Title)

Learning Activity No.	Suggestions	Tools, Equipment and Supplies	Teacher's Notes
1	None		
2	None		
3	None		
4	None		
5	None		

Objective 59, 65

Module No. 47

BUILDING AND MAINTAINING A FIRE

(Title)

Learning Activity No.	Suggestions	Tools, Equipment and Supplies	Teacher's Notes
6	None		
7	None	Fireplace/heater, matches, fuel, kindling, newspapers	
8	Use Evaluator's Final Checklist to check student out	Fireplace/heater, matches, fuel, kindling, newspaper, pail, shovel, broom	

Objective 24 Module No. 48

CLEANING WINDOWS

CONTENTS OF MODULE

	Activity	Page
Student Information		
HOW TO WASH WINDOWS	1	2
Student Self-Checks		
WASHING WINDOWS	2	5
Instructor's Final Checklist: CLEANING WINDOWS	4	7

SUGGESTED AUDIO-VISUAL MATERIALS

None

RECOMMENDED REFERENCES

TOPIC: Cleaning Windows

None

Objective 24 Module No. 48

CLEANING WINDOWS

(Title)

Learning Activity No.	Suggestions	Tools, Equipment and Supplies	Teacher's Notes
1	None		
2	None		
3	Encourage students to practice washing windows at home and in the school laboratory.	Glass surface or window, cloths, detergent, and chemical cleaner.	
4	Use the Evaluator's Final Checklist to check the student out.	Glass surface or window, cloths, detergent, and chemical cleaner.	

CLEANING IRON SURFACES

CONTENTS OF MODULE

Student Information	Activity	Page
CARE OF IRON COOKWARE	1	2
CARE OF IRON FURNISHINGS	3	2
Student Self-Checks		
Evaluator's Final Checklist: CLEANING IRON SURFACES	5	4

SUGGESTED AUDIO-VISUAL MATERIALS

None

RECOMMENDED REFERENCES

TOPIC: Cleaning Iron Surfaces

HE Circular 260, The Care and Cleaning of Furniture and Furnishings, Clemson University Extension Service, Clemson, SC, 1979.

Objective HHF No. 25

Module No. 49

CLEANING IRON SURFACES

(Title)

Learning Activity No.	Suggestions	Tools, Equipment and Supplies	Teacher's Notes
1.	None		
2.	Teacher demonstration (Teacher can purchase materials to make cleaner or ask hardware store to mix them.)	Unsalted fat, iron skillet, oven. (Boiled linseed oil, Gum turpentine , Japan dryer)	
3.	None		
4.	Encourage students to practice at home.	Rust remover or steel wool, iron utensil that has rusted.	
5.	Use Evaluator's Final Checklist for checking the student out.	Rust remover, soft cloths, steel wool, rusted iron utensil.	

Objective HHF No. 5 Module No. 50

DUSTING PLANTS WITH CHEMICALS

CONTENTS OF MODULE

Student Information	Activity	Page
GLOSSARY OF TERMS	1	2
DIRECTIONS FOR DUSTING	4	4
Student Self-Checks		
TERMS TO KNOW	2	3
Evaluator's Final Checklist: DUSTING WITH CHEMICALS	6	7

SUGGESTED AUDIO-VISUAL MATERIALS

None

RECOMMENDED REFERENCES

TOPIC: Dusting Plants with Chemicals

"Inside Pesticides," National Agricultural Chemicals Association, 1155 Fifteenth St., Washington, D.C. 20005..3
"Perspective on Pesticides," Pesticide Information Bureau, 1301 Avenue of the Americas, New York, NY 10019
"Insects & Related Pests of Houseplants," USDA, Washington, D.C. 20250

Objective HHF No. 5

Module No. 50

DUSTING PLANTS WITH CHEMICALS

(Title)

Learning Activity No.	Suggestions	Tools, Equipment and Supplies	Teacher's Notes
1.	None		
2.	None		
3.	Have references available for students.		
4.	None		
5.	Set up display of empty containers or actual products under careful supervision. Visit agricultural department of a school, FCX, or garden section of a department store or greenhouse to study display.	As needed –Refer to suggestions.	

Objective HF No. 5

Module No. 50

DUSTING PLANTS WITH CHEMICALS

(Title)

Learning Activity No.	Suggestions	Tools, Equipment and Supplies	Teacher's Notes
6.	Let students dust plants in your department or elsewhere around the school or community.	Chemical, duster, plants, storage area, soap and water.	

Objective HHF 15 Module No. 51

SPRAYING PLANTS WITH CHEMICALS

CONTENTS OF MODULE

	Activity	Page
Student Information		
HOW TO SPRAY PLANTS	1	2
Student Self-Checks		
PLANT POINTERS	4	3
Instructor's Final Checklist: SPRAYING PLANTS WITH CHEMICALS	5	5

SUGGESTED AUDIO-VISUAL MATERIALS

None

RECOMMENDED REFERENCES

TOPIC: SPRAYING PLANTS WITH CHEMICALS 3

Colvin, Thomas S. and Turner, Howard J.
Applying Pesticides - Management - Application - Safety,
Athens, Georgia: American Association for Vocational
Instructional Materials, 1976, p. 40-57.

Objective HHF 15 Module No. 51

SPRAYING PLANTS WITH CHEMICALS

(Title)

Learning Activity No.	Suggestions	Tools, Equipment and Supplies	Teacher's Notes
1	None	None	
2	Teacher demonstration on correct procedure for spraying plants with chemicals; or ask resource person to give demonstration.	Equipment as necessary for a class demonstration	
3	Have references available.		
4	None		
5	Select an area in the community that needs spraying. Simulate spraying if plants are not readily available. Use Evaluator's Final Checklist to check student out.	Plants, chemicals, sprayer (gun or small tank), mixing cup and bucket, water, soap, old sheets newspaper or plastic for covers, hand towels	

MOWING AND EDGING A LAWN

CONTENTS OF MODULE

Student Information	Activity	Page
MOWING AND EDGING A LAWN	1	2
Student Self-Checks		
LAWN CARE	2	3
Evaluator's Final Checklist: MAINTAINING THE LAWN	4	5

SUGGESTED AUDIO-VISUAL MATERIALS

None

RECOMMENDED REFERENCES

TOPIC: Maintaining the Lawn

Owner's manual for equipment used.

Objective [illegible]F Nos. 6, 8

Module [illegible]. 52

MOWING AND EDGING A LAWN

(Title)

Learning Activity No.	Suggestions	Tools, Equipment and Supplies	Teacher's Notes
1.	None		
2.	None		
3.	Have owner's manual available for students to read. Make sure you have read owner's manual.	Lawn mower, edger, owner's manuals, wheelbarrow, rake, gloves, and goggles.	
4.	Let student cut a small section of the school lawn. Use Evaluator's Final Checklist to check the student out.	Same as No. 3.	

PLANTING BULBS AND CORMS

CONTENTS OF MODULE

	Activity	Page
Student Information		
PLANTING BULBS	1	2
Student Self-Checks		
PLANTING BULBS	2	3
Instructor's Final Checklist: Planting Bulbs and Corms	3	5

SUGGESTED AUDIO-VISUAL MATERIALS

NONE

RECOMMENDED REFERENCES

Topic: Planting Bulbs and Corms

Reference	Activity
Current magazine articles	1
Pamphlets from USDA or extension service	

Objective HF 10

Module No. 53

PLANTING BULBS AND CORMS

(Title)

Learning Activity No.	Suggestions	Tools, Equipment and Supplies	Teacher's Notes
1	May also include other references here such as current magazine articles.		
2	none		
3	Use this module to beautify a special area on your school campus or around your community. Let your FHA/HERO Chapter purchase the bulbs. Use Evaluator's Checklist to check student out.	Bulbs and corms, hoe and rake, spade, water hose or bucket of water, gloves (optional)	
	Extended Learnings: Encourage students to learn to plant bulbs indoors.		

Objective HHF Nos. 4,11

Module No. 54

PLANTING FLOWERING ANNUALS

CONTENTS OF MODULE

	Activity	Page
Student Information		
GLOSSARY OF TERMS	1	2
Student Self-Checks		
WORD DEFINITIONS	2	2
Evaluator's Final Checklist: PLANTING FLOWERING ANNUALS	6	5

SUGGESTED AUDIO-VISUAL MATERIALS

	Activity
Seed Packets	4

RECOMMENDED REFERENCES

TOPIC: Planting Flowering Annuals

Flowering Annuals For South Carolina, Clemson Extension Bulletin No. EC546 3
"Quick Growing Flowers for Patio or Deck," Better Homes & Gardens, May, 1978, p. 133.
"Planning for Foolproof Flower Beds," Better Homes & Gardens, April, 1979, p. 33

Objective HHE Nos. 4 & 11

Module No. 54

PLANTING FLOWERING ANNUALS

(Title)

Learning Activity No.	Suggestions	Tools, Equipment and Supplies	Teacher's Notes
1.	None		
2.	None	Pencil and paper.	
3.	Have references available for students.		
4.	Bring seed packets to class for reading and discussion instead of homework assignment.		
5.	Plan as an outdoor beautification project for FHA/HERO chapters with several students planting different annual seeds.	Seed packets, spade, rake, water supply, garden gloves, soil area to be planted, hoe.	

Objective UHF Nos. 4 & 11

Module No. 54

PLANTING FLOWERING ANNUALS

(Title)

Learning Activity No.	Suggestions	Tools, Equipment and Supplies	Teacher's Notes
6.	Use Evaluator's Final Checklist for checking the student out.		

SETTING OUT PLANTS AND MULCHING SHRUBBERY

CONTENTS OF MODULE

Student Information

Activity Page
PLANTING ANNUAL FLOWERS AND VEGETABLES 1 2
MULCHING SHRUBS OR TREES 4 3

Student Self-Checks

PLANTING ANNUAL FLOWERS AND VEGETABLES 3 3
MULCHING SHRUBS OR TREES 5 4

Evaluator's Final Checklist: SETTING OUT PLANTS AND MULCHING SHRUBBERY . . . . 7 . . . 6

SUGGESTED AUDIO-VISUAL MATERIALS

None

RECOMMENDED REFERENCES

TOPIC: Setting Out Plants and Mulching Shrubbery 2.

Mulches and Mulching, pages 15-16, Clemson Extension Service Bulletin No. 430, 1978.

Objective HH[illegible] Nos. 9, 14, & 16

Module N[illegible] 55

SETTING OUT PLANTS AND MULCHING SHRUBBERY

(Title)

Learning Activity No.	Suggestions	Tools, Equipment and Supplies	Teacher's Notes
1.	None		
2.	Use other references if one suggested is not available.	Circular 430, Clemson Ext. Service, "Mulches and Mulching," pp. 15-16.	
3.	None		
4.	None		
5.	None		

Objecti HHF Nos. 9, 14, & 16

Mod No. 55

SETTING OUT PLANTS AND MULCHING SHRUBBERY

(Title)

Learning Activity No.	Suggestions	Tools, Equipment and Supplies	Teacher's Notes
6.	Encourage students to help with transplanting or mulching at home or in school or club projects.		
7.	Select a plant bed somewhere on the school campus that annuals can be planted in for a class learning activity.	Hoe, rake, shovel, water hose or bucket of water, wheelbarrow, flats of plants, mulching material.	

ROOTING PLANT CUTTINGS

CONTENTS OF MODULE

Student Information	Activity	Page
GLOSSARY OF TERMS	1	2
ROOT A PLANT CUTTING	4	3
Student Self-Checks		
TERMS TO KNOW	2	3
Evaluator's Final Checklist: ROOTING A PLANT CUTTING	7	6

SUGGESTED AUDIO-VISUAL MATERIALS

None

RECOMMENDED REFERENCES

TOPIC: Rooting Plant Cuttings

Better Homes and Gardens, _Favorite Houseplants_, 1976, pp. 88-89. 3
Clemson University Cooperative Extension Service, Circular 572, _South Carolina Camellias_, 1979, pp. 6-7.

Objective HHF No. 13 Module No. 56

ROOTING PLANT CUTTINGS

CONTENTS OF MODULE

Student Information	Activity	Page
GLOSSARY OF TERMS	1	2
ROOT A PLANT CUTTING	4	3
Student Self-Checks		
TERMS TO KNOW	2	3
Evaluator's Final Checklist: ROOTING A PLANT CUTTING	7	6

SUGGESTED AUDIO-VISUAL MATERIALS

None

RECOMMENDED REFERENCES

TOPIC: Rooting Plant Cuttings

Better Homes and Gardens, Favorite Houseplants, 1976, pp. 88-89. 3
Clemson University Cooperative Extension Service, Circular 572, South Carolina Camellias, 1979, pp. 6-7.

Objective HF No. 13 Module . 56

ROOTING PLANT CUTTINGS

(Title)

Learning Activity No.	Suggestions	Tools, Equipment and Supplies	Teacher's Notes
1.	None		
2.	None		
3.	See recommended references.		
4.	None		
5.	Allow entire class to view a demonstration of rooting a plant	Plant, rooting medium, rooting hormone, pruning scissors, water, shallow box.	

Objective HF No. 13

Module No. 56

ROOTING PLANT CUTTINGS

(Title)

Learning Activity No.	Suggestions	Tools, Equipment and Supplies	Teacher's Notes
6.	None	Plant, pruning shears, sand, peat, rooting hormone, water, shallow box	
7.	Be ready to provide actual materials for Check-Out Activities. Use the Evaluator's Final Checklist for checking the student out.	Plant, rooting medium, rooting hormone, pruning shears, water, shallow box	

Objective HHF No. 12 Module No. 57

PRUNING SHRUBS

CONTENTS OF MODULE

	Activity	Page
Student Information		
PRACTICAL PRUNING POINTERS	1	2
Student Self-Checks		
WHY PRUNE SHRUBS?	2	4
Evaluator's Final Checklist: PRUNING SHRUBS	4	6

SUGGESTED AUDIO-VISUAL MATERIALS

None

RECOMMENDED REFERENCES

TOPIC: Pruning Shrubs

Clemson University Cooperative Extension Service, Clemson, South Carolina, Horticulture Leaflet No. 29. 3

Objective HF No. 12

Module No. 57

PRUNING SHRUBS

(Title)

Learning Activity No.	Suggestions	Tools, Equipment and Supplies	Teacher's Notes
1.	May use other references such as current magazine articles for additional information.		
2.	None		
3.	A good FHA/HERO project to improve appearance of school ground or downtown area of your community. Invite local nursery operator, county extension agent, or agriculture teachers to present demonstration.	Pruning shears, saw, container, and antiseptic compound as needed.	
4.	Prune shrubs around a church, community activity building, etc., as a combined class project after all students have completed module.	Plants to be pruned Pruning shears, hedge trimmers, pruning saw and knife, wheelbarrow, antiseptic compound.	

CAULKING SEAMS AND CRACKS

CONTENTS OF MODULE

Student Information	Activity	Page
GLOSSARY OF TERMS	1	2
CAULKING SEAMS AND CRACKS	4	3
Student Self-Checks		
TERMS TO KNOW	2	3
CAULKING	5	6
Evaluator's Final Checklist: CAULKING A SEAM	6	8

SUGGESTED AUDIO-VISUAL MATERIALS

Instructor may decide to demonstrate caulking to the group before any student begins this module.

RECOMMENDED REFERENCES

TOPIC: Caulking Seams and Cracks

Simple Home Repairs, USDA Bulletin No. 1034, pages 5 and 6. 3
"Caulking the Openings in Your Home," Clemson University Cooperative Extension Service, Energy Conservation Leaflet 18.
"Caulking a Bathtub/Wall Joint," Forecast, October, 1978, page 42.
"Caulking," Better Homes and Gardens Guide-To Series, Home Upkeep & Repair, pages 8-11.

Objective F No. 51

Module No. 58

CAULKING SEAMS AND CRACKS

(Title)

Learning Activity No.	Suggestions	Tools, Equipment and Supplies	Teacher's Notes
1.	None	Paper and pencil.	
2.	None	Paper and pencil.	
3.	Provide recommended references.		
4.	None	Paper and pencil.	
5.	None	Paper and pencil.	

Objective H No. 51

Module No. 58

CAULKING SEAMS AND CRACKS

(Title)

Learning Activity No.	Suggestions	Tools, Equipment and Supplies	Teacher's Notes
6.	Be prepared to provide needed materials.	Provide an area to be caulked, rags, stiff brush, cleaner, caulking compound, gun, nozzle, putty knife. Should be near a source of water.	

Objective HHF No. 52 Module No. 59

REPLACING A FAUCET WASHER

CONTENTS OF MODULE

Student Information	Activity	Page
None		
Student Self-Checks		
REPLACING A FAUCET WASHER	3	2
Evaluator's Final Checklist: REPLACING A FAUCET WASHER	4	4

SUGGESTED AUDIO-VISUAL MATERIALS

None

RECOMMENDED REFERENCES

TOPIC: Replacing a Faucet Washer

Repairing a Leaky Faucet, Weiss, Home Maintenance, 1978, pp. 50-53. 2
Simple Plumbing Repairs, USDA Bulletin No. 2202, p. 1.
The Good Housekeeping Decorating and Do-It-Yourself Book, 1977, p. 158.

Objective HF No. 52

Module No. 59

REPLACING A FAUCET WASHER

(Title)

Learning Activity No.	Suggestions	Tools, Equipment and Supplies	Teacher's Notes
1.	Demonstrate replacing a faucet washer for the class. Point out parts as you go explaining each step in the process correctly.	Sink with a faucet, screwdriver, knife, rubber washer, open end wrench or pliers.	
2.	Have reference available for students.		
3.	None		
4.	Use Evaluator's Final Checklist for checking the student out.		

Objective HHF No. 53

Module No. 60

THAWING FROZEN PIPES

CONTENTS OF MODULE

Student Information	Activity	Page
THAWING FROZEN PIPES	2	2
Student Self-Checks		
THAWING FROZEN PIPES	3	4
Evaluator's Final Checklist: THAWING FROZEN PIPES	4	6

SUGGESTED AUDIO-VISUAL MATERIALS

None

RECOMMENDED REFERENCES

TOPIC: Thawing Frozen Pipes

"Thawing Frozen Water Pipes," Weiss, Home Maintenance, 1978, pp. 63-64. 1
"Frozen Water Pipes," USDA Farm Bulletin No. 2022, 1977, pp. 8-9.

Objective HHE No. 53

Module No. 60

THAWING FROZEN PIPES

(Title)

Learning Activity No.	Suggestions	Tools, Equipment and Supplies	Teacher's Notes
1.	Have references available for students.		
2.	None		
3.	None		
4.	Use Evaluator's Final Checklist for checking the student out.		

THAWING FROZEN PIPES

Evaluator's Final Checklist
Answer Sheet

CORRECT ANSWERS

1. C
2. A
3. B
4. A
5. C
6. C
7. B
8. A
9. B
10. A

Objective HHF No. 54 Module No. 61

UNCLOGGING A DRAIN

CONTENTS OF MODULE

Student Information	Activity	Page
GLOSSARY OF TERMS	1	2
Student Self-Checks		
DOWN-THE-DRAIN	2	3
Evaluator's Final Checklist: UNCLOGGING A DRAIN	4	5

SUGGESTED AUDIO-VISUAL MATERIALS

None

RECOMMENDED REFERENCES

TOPIC: Unclogging A Drain

"Clogged Drains," Forecast, Oct. 1978, pp. 42-43.
"Unclogging A Sink Drain," Better Homes & Gardens Guide-To Series, Plumbing Repairs, pp. 34-35.
"Freeing Clogged Plumbing Lines," Clemson University Extension, Housing Leaflet 215.
"Plumbing," Better Homes & Gardens Guide-To Series, Home Upkeep and Repair, pp. 34-35.
Weiss, Home Maintenance, 1978, pp. 58-61.

Objective HMF No. 54

Module No. 61

UNCLOGGING A DRAIN

(Title)

Learning Activity No.	Suggestions	Tools, Equipment and Supplies	Teacher's Notes
1.	None		
2.	None		
3.	Have reference available for student.		
4.	Use Evaluator's Final Checklist for checking the student out. If auger is not available, allow student to explain its use orally or in writing.	Sink with pipes under it, plunger, funnel, auger, commercial drain cleaner, bucket, rags.	

Objective HHF Nos. 66,67 Module No. 62

REPLACING A PLUG

CONTENTS OF MODULE

	Activity	Page
Student Information		
GLOSSARY OF TERMS	1	2
Student Self-Checks		
TERMS TO KNOW	2	4
Evaluator's Final Checklist: REPLACING A PLUG	6	6

SUGGESTED AUDIO-VISUAL MATERIALS

Permanent display of plugs and wires (cords) 4

RECOMMENDED REFERENCES

TOPIC: Replacing a Plug

"Replacing a Plug," Weiss, Home Maintenance, 1978, pp. 244-249. 5
"Electrical Plugs – Repair or Replace," USDA Program Aid No. 1034, pp. 3-4.

Objective H[illegible] Nos. 66 & 67 **Module** [illegible]. 62

REPLACING A PLUG

(Title)

Learning Activity No.	Suggestions	Tools, Equipment and Supplies	Teacher's Notes
1.	None		
2.	None	Notebook paper.	
3.	Guide large group discussion. You demonstrate replacing a plug to the group--encourage questions. CAUTION: Use only UL approved materials.	Flat wire, round wire, plugs, new plug, screwdriver, knife, wire strippers.	
4.	Prepare a permanent display of wires and plugs of different types found in a house. Mount on a board and label carefully.	Large wooden board, several types plugs and wires, staple gun, hand or typewritten labels.	
5.	Have reference available for student.		

Objective HF Nos. 66, 67

Module No. 62

REPLACING A PLUG

(Title)

Learning Activity No.	Suggestions	Tools, Equipment and Supplies	Teacher's Notes
6.	Use Evaluator's Final Checklist for checking the student out.	Flat wire, round wire, plugs, new plug, screwdriver, knife, wire strippers.	

Objective HD Nos. 47, 49

Module No. 63

INSTALLING AND USING A SMOKE/FIRE ALARM SYSTEM

CONTENTS OF MODULE

	Activity	Page
Student Information		
SMOKE SENSORS & FIRE FACTS	3	2
Student Self-Checks		
SAFETY SLEUTH	4	4
Evaluator's Final Checklist: INSTALLING AND USING A SMOKE/FIRE ALARM SYSTEM	5	6

SUGGESTED AUDIO-VISUAL MATERIALS

Fire Control and Protection Search, Forecast, Dec. 1977, p. 40. 1
Check with local public safety department for films and pamphlets.

RECOMMENDED REFERENCES

TOPIC: Installing and Using a Smoke/Fire Alarm System

"Smoke Detectors," "Fire Escapes," Morton, et al. The Home – Its Furnishings and Equipment, pp. 116-117. 2
"Smoke Detectors and How They Work," USDC Pamphlet No. LC1074.
"Home Fire Detection," "Fire," "Babysitter's Handbook," "Exit," from the National Fire Protection Assoc., 470 Atlantic Ave., Boston, Mass.
Owner's Manual for Smoke Detector Systems.

Objective Nos. 47 & 48 Module No. 63

INSTALLING AND USING SMOKE/FIRE ALARM SYSTEM

(Title)

Learning Activity No.	Suggestions	Tools, Equipment and Supplies	Teacher's Notes
1.	Check local public safety dept. for pamphlets		
2.	Check with local public safety dept. for pamphlets from the National Fire Protection Assoc.		
3.	None		
4.	If duplicating equipment is available, run off stencil of this game and file with module.	Pencil or felt-tip pens	
5.	If duplicating equipment is available, run off final test and file with this module. Use Evaluator's Final Checklist for checking the student out.	Pencil	

INSTALLING AND USING A SMOKE/FIRE ALARM SYSTEM

Evaluator's Final Checklist
Answer Sheet

CORRECT RESPONSES

1. True
2. True
3. False
4. False
5. False
6. Fire drills
7. Meeting place
8. Windows
9. Neighbors
10. Safety habits
11. Asleep
12. Ceiling
13. Manufacturer's directions
14. Battery
15. Electric current

Objective HD No. 48

Module No. 64

MONITORING THE HOME FOR ELECTRICAL HAZARDS

CONTENTS OF MODULE

Student Information	Activity	Page
Preventing Electrical Accidents in Your Home	3	2
Student Self-Checks		
Evaluator's Final Checklist: MONITORING A HOME FOR ELECTRICAL HAZARDS	4	3

SUGGESTED AUDIO-VISUAL MATERIALS

None

RECOMMENDED REFERENCES

TOPIC: Monitoring The Home For Electrical Hazards

"Safety In Working With Electricity," Weiss, Home Maintenance, 1978, p. 229. 1
"Safe Use Of Electrical Devices," Weiss, Home Maintenance, 1978, pp. 249-250.
"Fire, Electricity, And Your Home," National Fire Protection Association, Pamphlet G-74A.

Objective No. 48

Module No. 64

MONITORING THE HOME FOR ELECTRICAL HAZARDS

(Title)

Learning Activity No.	Suggestions	Tools, Equipment and Supplies	Teacher's Notes
1.	Have reference available for student. As an introduction to an entire class, you may have students hold a "safety scavenger hunt" at home before completing this module.		
2.	Invite city fire/building inspector, department personnel or other resource persons to speak to group.	Notebook paper and pencil.	
3.	None		
4.	Use Evaluator's Final Checklist for checking the student out.	Copies of multiple choice test, separate sheet of notebook paper, pencil.	

MONITORING A HOUSE FOR ELECTRICAL HAZARDS

Evaluator's Final Checklist
Answer Sheet

CORRECT ANSWERS

1. C
2. A
3. B
4. C
5. C
6. B
7. C
8. A
9. C
10. C

Objective HD Nos. 42,53

Module No. 65

APPLYING PESTICIDES IN THE HOME

CONTENTS OF MODULE

Student Information	Activity	Page
APPLYING AND STORING PESTICIDES IN THE HOME	1	2
Student Self-Checks		
RIDDING THE HOME OF PESTS	2	3
Evaluator's Final Checklist: APPLYING PESTICIDES IN THE HOME	4	5

SUGGESTED AUDIO-VISUAL MATERIALS

None

RECOMMENDED REFERENCES

TOPIC: Applying Pesticides in the Home

"Inside Pesticides," National Agricultural Chemical Association. 3
"The Chemical Do's and Don'ts Book," Shell.
Calvin, Thomas S. and Turner, Howard J. Applying Pesticides: Management, Application, Safety. Athens, Georgia: American Association for Vocational Instructional Materials, 1976.
"The 1980 Agricultural Chemical Handbook," Clemson University Cooperative Extension Service.

Objectiv ID Nos. 42 & 53

Module No. 65

APPLYING PESTICIDES IN THE HOME

(Title)

Learning Activity No.	Suggestions	Tools, Equipment and Supplies	Teacher's Notes
1.	None		
2.	None		
3.	Bulletin board display of labels from granular, dust, and liquid pesticides. Include pamphlets on use and storage of chemicals in the home. Have reference available for students.	pamphlets labels suggested references	
4.	May want to give a written test on this topic if it is too difficult to secure an area to spray or too hazardous to use chemicals in classroom. Use Evaluator's Final Checklist for checking the student out.	area infested with pests pesticides applicators soap and water proper storage area	

Objective HD Nos. 43, 51 Module No. 66

HANDLING, STORING, AND DISPOSING OF HAZARDOUS MATERIALS

CONTENTS OF MODULE

Student Information	Activity	Page
NONE		
Student Self-Checks		
DON'T LIVE DANGEROUSLY!!	2	2
Evaluator's Final Checklist: HANDLING, STORING, AND DISPOSING OF HAZARDOUS MATERIALS	3	4

SUGGESTED AUDIO-VISUAL MATERIALS

None

RECOMMENDED REFERENCES

TOPIC: Handling, Storing, and Disposing of Hazardous Materials

"The Chemical Do's and Don'ts Book," Shell Answer Book No. 20 1
"Storing Medical Supplies," Teen Guide to Homemaking, Webster/McGraw-Hill, 1977, p. 172.
"Bathroom Storage," The Home: Its Furnishings and Equipment, McGraw-Hill, 1979, p. 162-163.
HEW Publication No. FDA 79-7023, Keeping Children and Poisons Apart.

Objective Nos 43, 51

Module No. 66

HANDLING, STORING, AND DISPOSING OF HAZARDOUS MATERIALS

(Title)

Learning Activity No.	Suggestions	Tools, Equipment and Supplies	Teacher's Notes
1	Have references available for students.		
2	None		
3	Use Evaluator's Final Checklist for checking the student out.	Household products such as ammonia, alcohol, insect spray, detergents, empty prescription medicine bottles filled with dry beans, gasoline cans, pesticide cans, labels, magic markers, aerosol spray cans.	

STORING FIREARMS

CONTENTS OF MODULE

Student Information	Activity	Page
STORING FIREARMS	1	2
Student Self-Checks		
FIREARM SAFETY	3	3
Evaluator's Final Checklist: STORING FIREARMS	4	5

SUGGESTED AUDIO-VISUAL MATERIALS

None

RECOMMENDED REFERENCES

None available.

Objective D No 50

Module No. 67

STORING FIREARMS

(Title)

Learning Activity No.	Suggestions	Tools, Equipment and Supplies	Teacher's Notes
1.	None		
2.	Invite resource person to give a demonstration.		
3.	None.		
4.	Use Evaluator's Final Checklist for checking the student out.		

Module No. 6

MOBILE HOME

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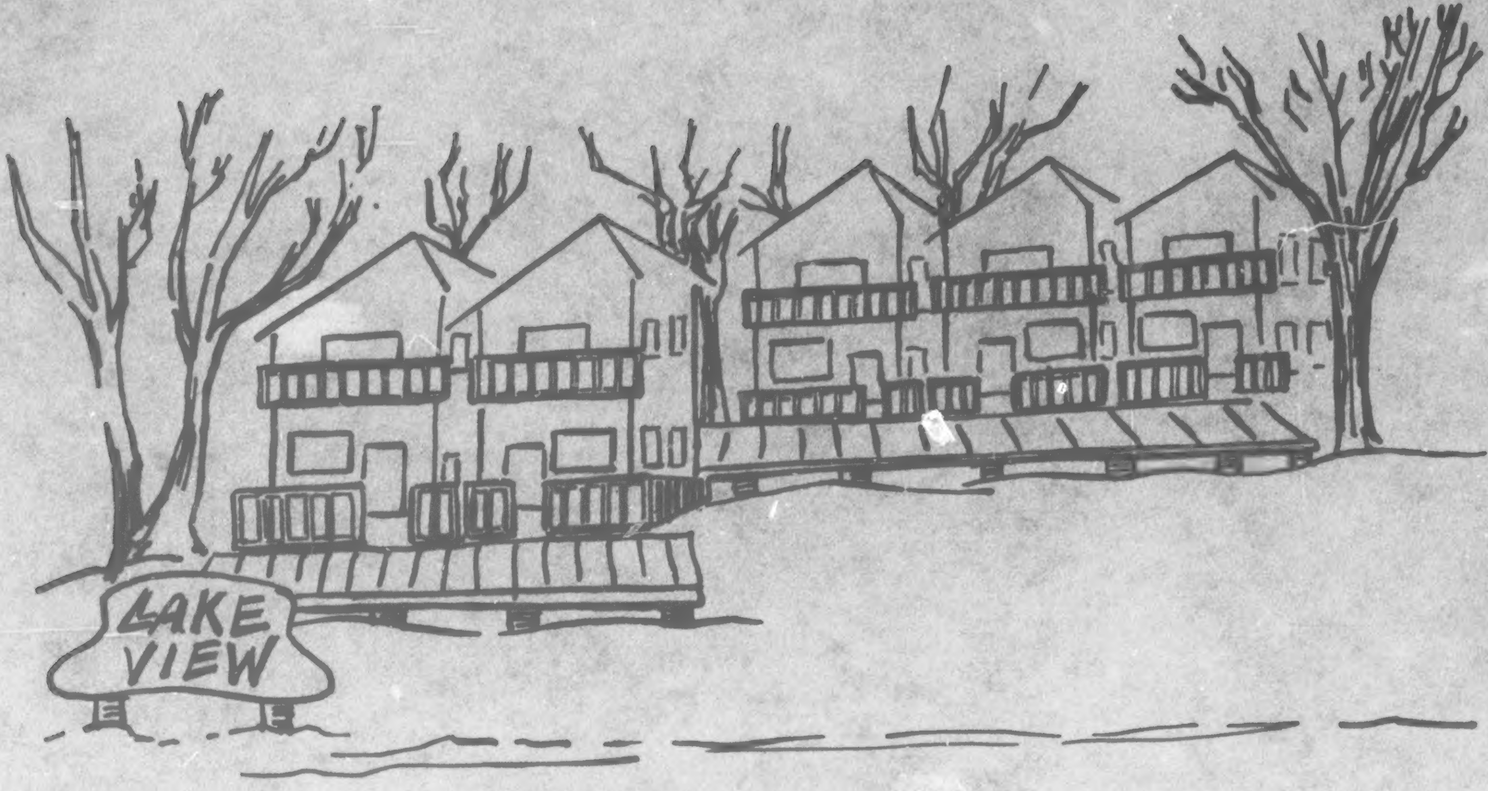
Module No. 6

CUSTOM BUILT HOUSE

CONDOMINIUM



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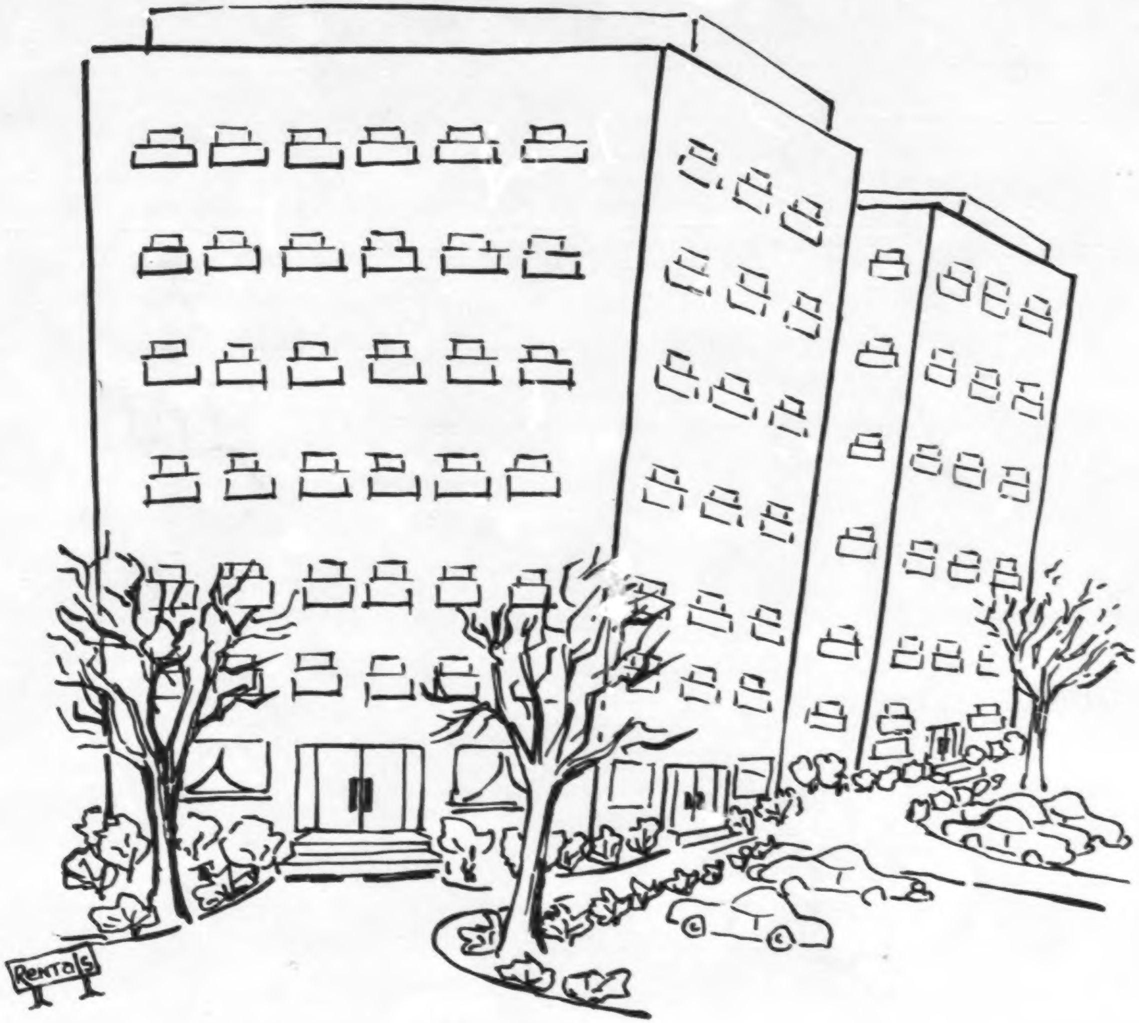
Module No. 6

APARTMENT



Vocational Education Media Center, Clemson University, Clemson, S. C. 29631, and
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OLDER HOUSE

ECONO FURNACE

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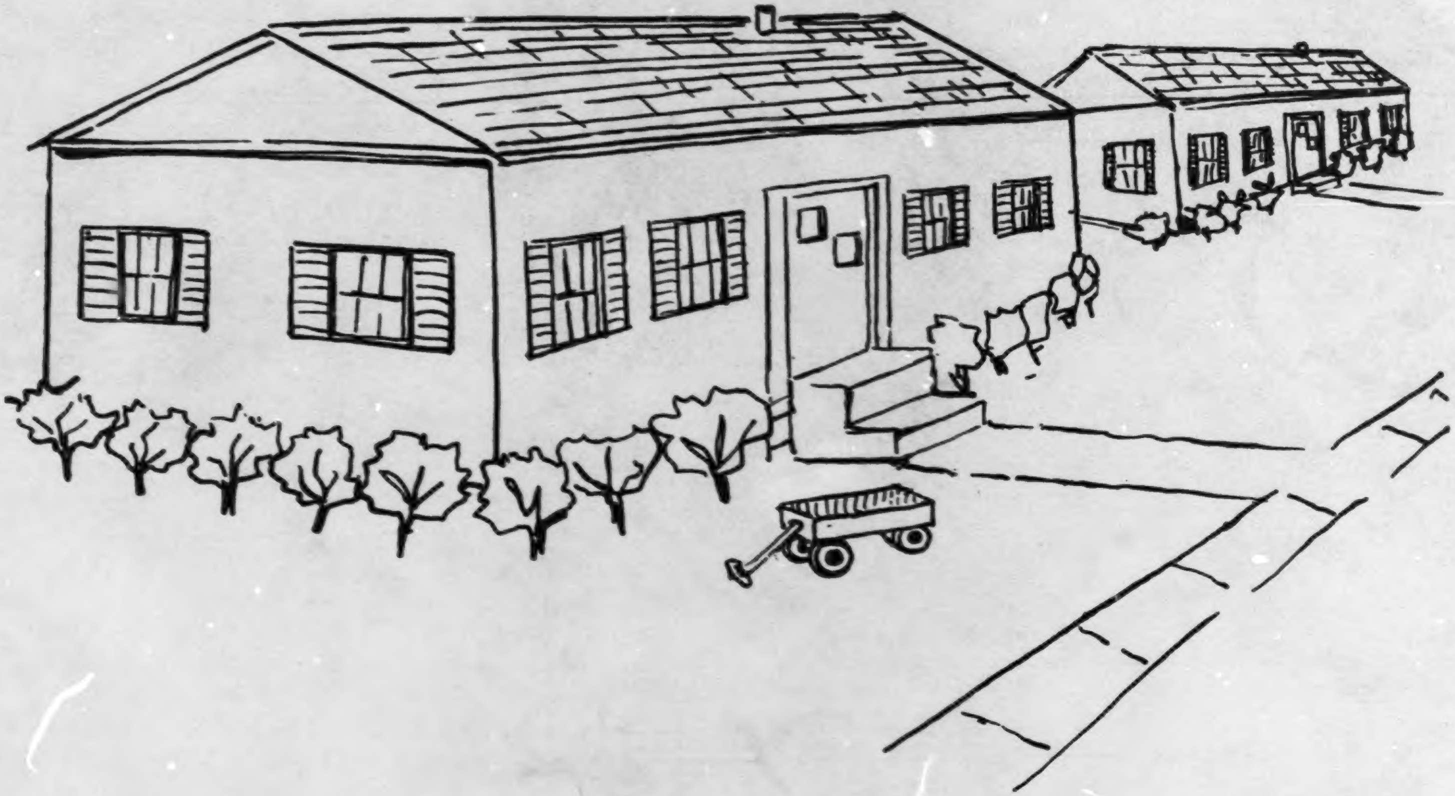
Module No. 6

DEVELOPMENT HOUSE



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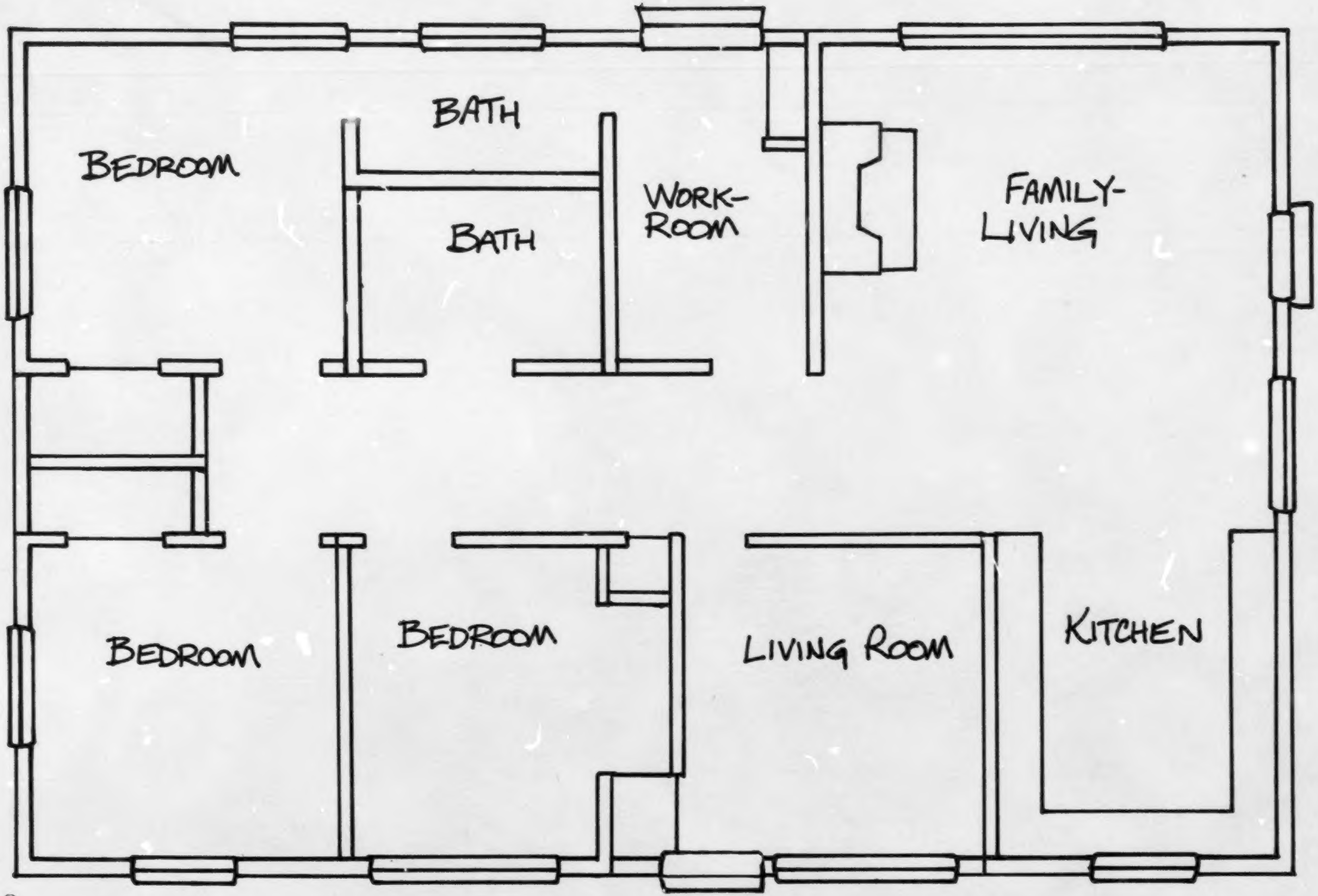
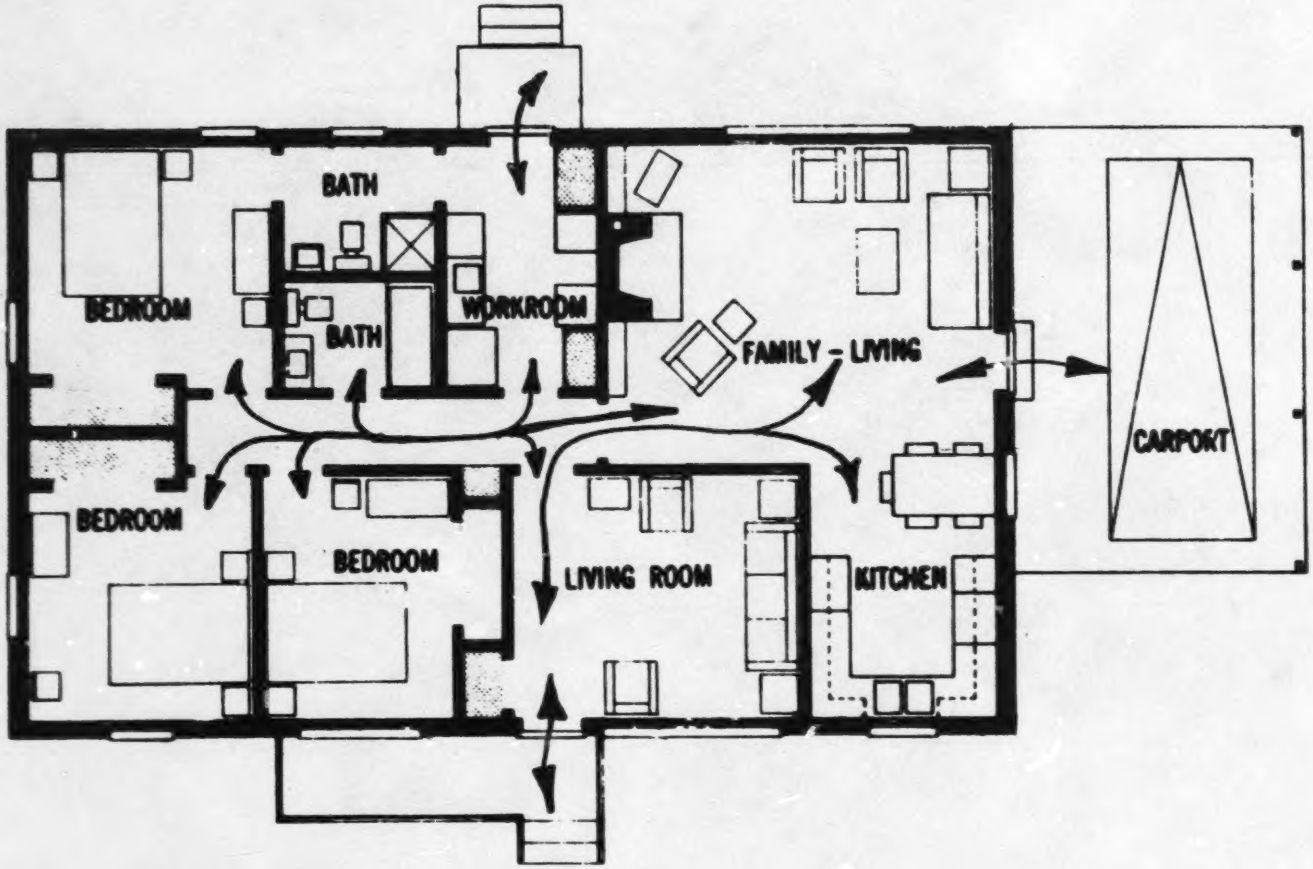

BATH
BEDROOM
BATH
WORK-ROOM
FAMILY-LIVING
BEDROOM
BEDROOM
LIVING ROOM
KITCHEN

Vocational Education Media Center, Clemson University, Clemson, S. C. 29631, and
Office of Vocational Education, State Department of Education, Columbia, S. C. 29201


BATH
BEDROOM
WORKROOM
BATH
FAMILY – LIVING
CARPORT
BEDROOM
BEDROOM
LIVING ROOM
KITCHEN

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Module No. 7

482

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Vocational Education Media Center, Clemson University, Clemson, S. C. 29631, and
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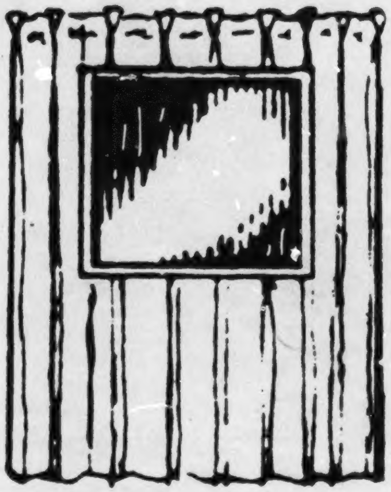
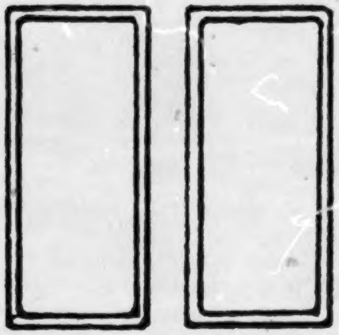
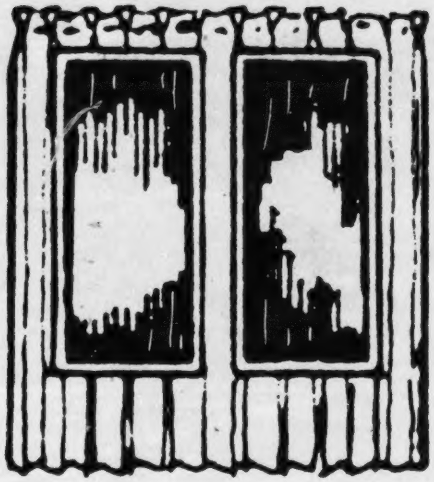
Module No. 9

WINDOW TREATMENT FOR PROBLEM WINDOWS



CLOSE TO CEILING





TWO OR MORE

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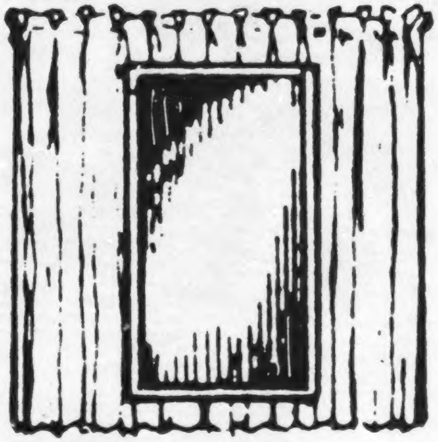
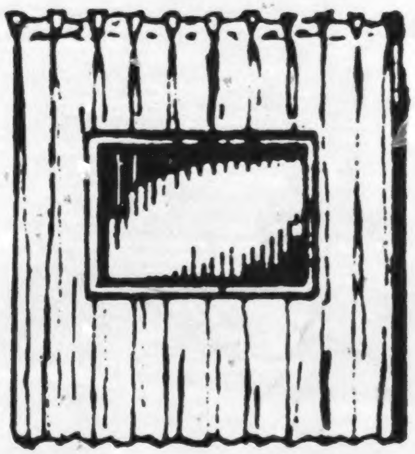
Module No. 9

WINDOW TREATMENT FOR PROBLEM WINDOWS



LONG, THIN



**SMALL,
LARGE WALL AREA**

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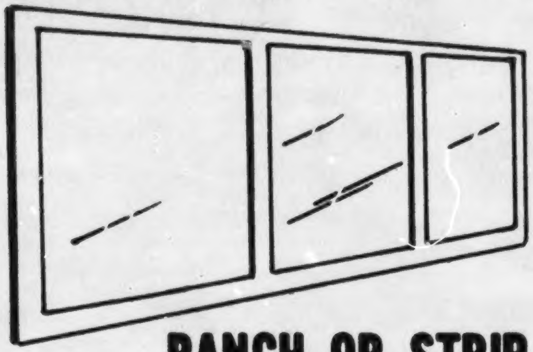
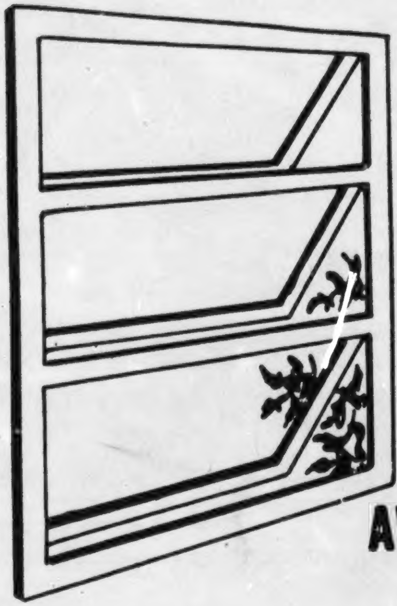
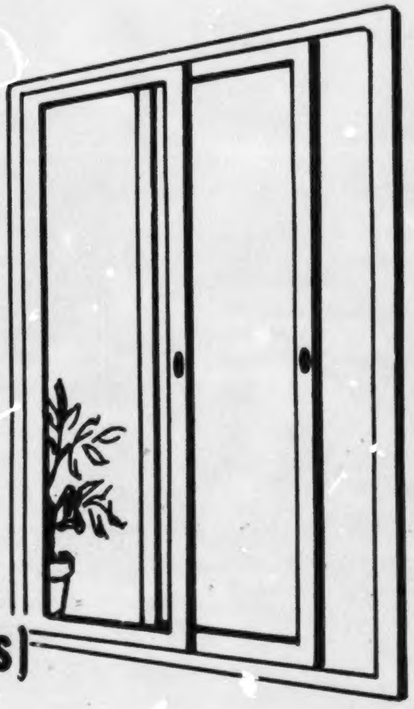


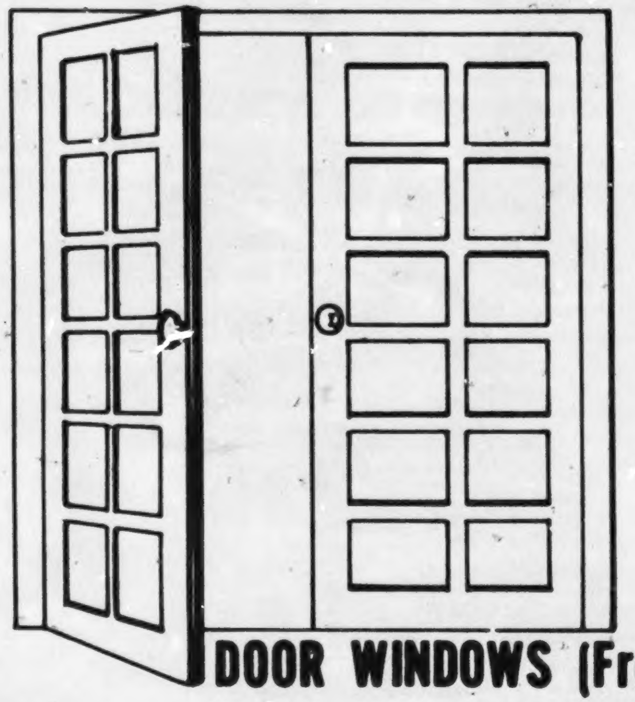
RANCH OR STRIP



AWNING



DOOR WINDOWS
(Sliding Glass Doors)



DOOR WINDOWS (French Doors)

TYPES OF WINDOWS

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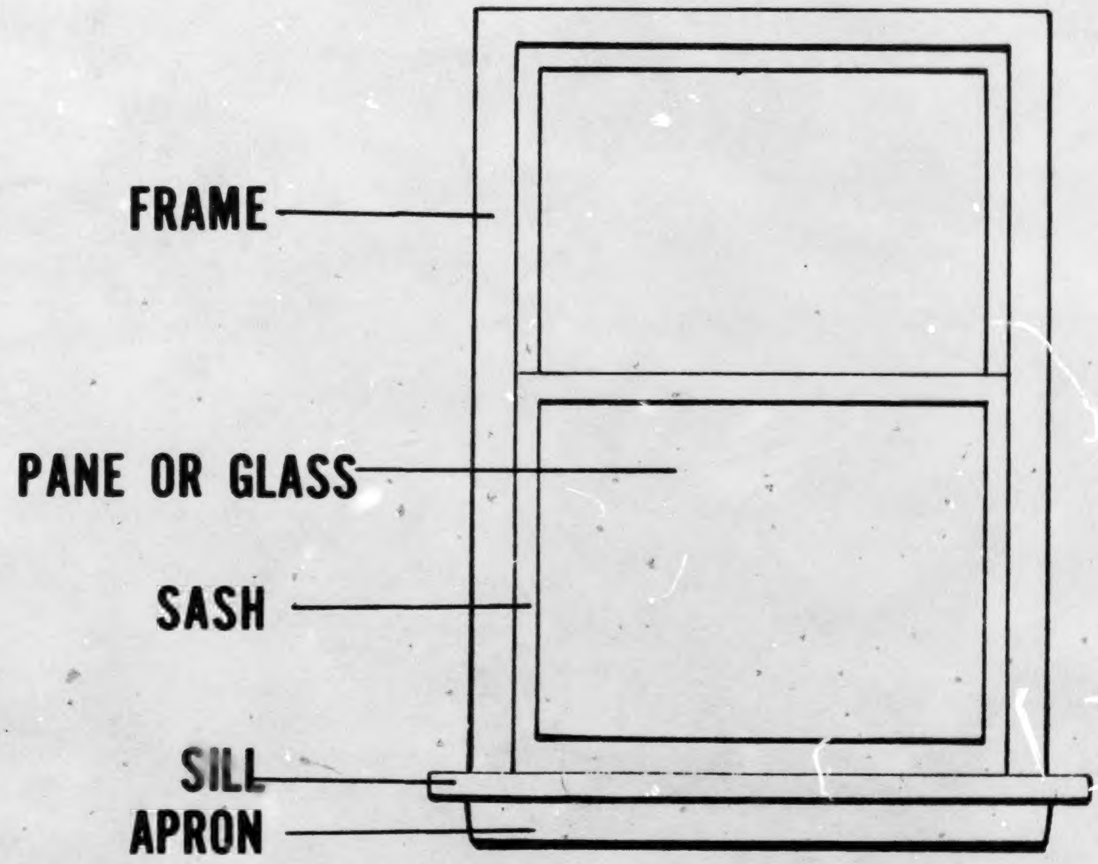
PARTS OF A WINDOW


FRAME
PANE OR GLASS
SASH
SILL
APRON

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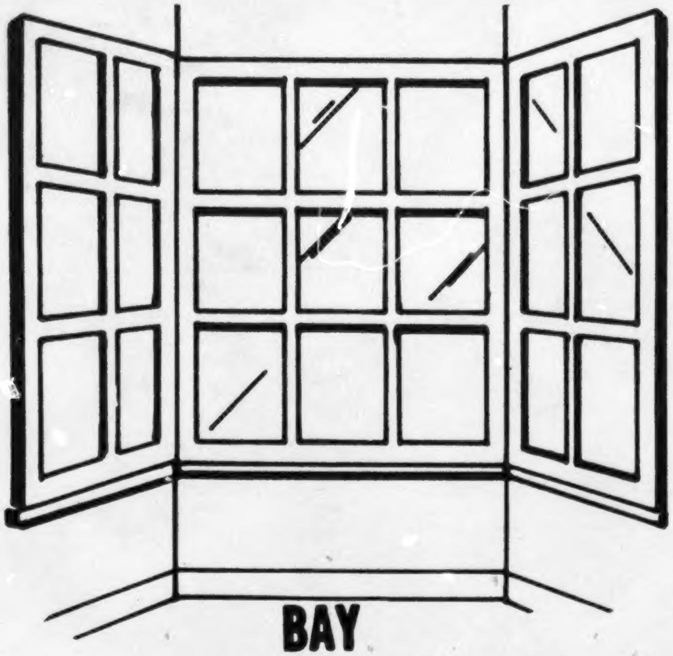
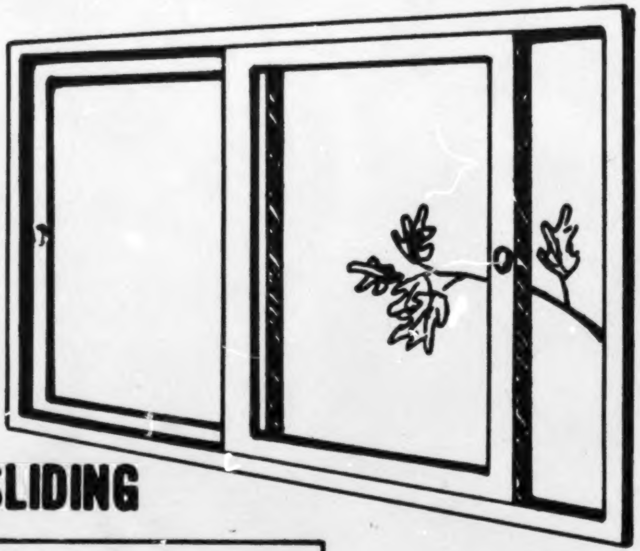
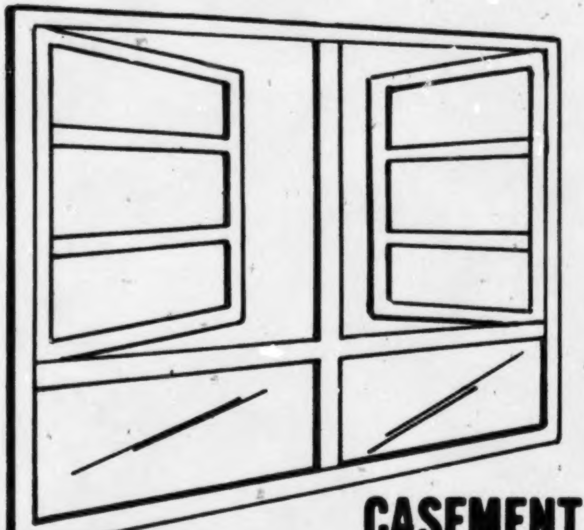
TYPES OF WINDOWS



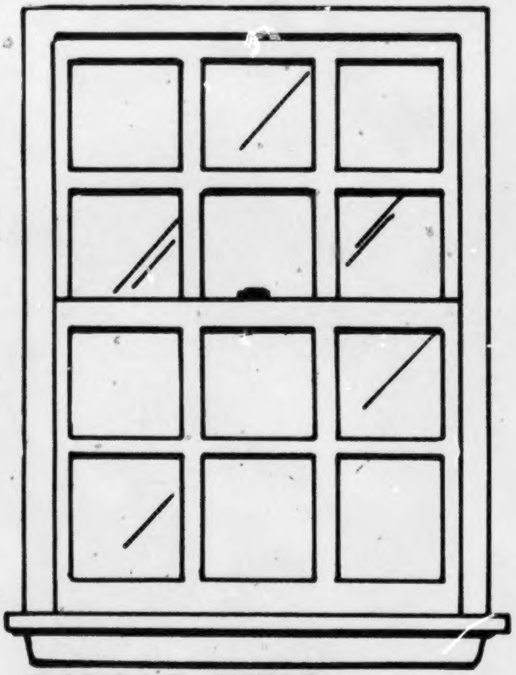
BAY



SLIDING



CASEMENT



DOUBLE HUNG

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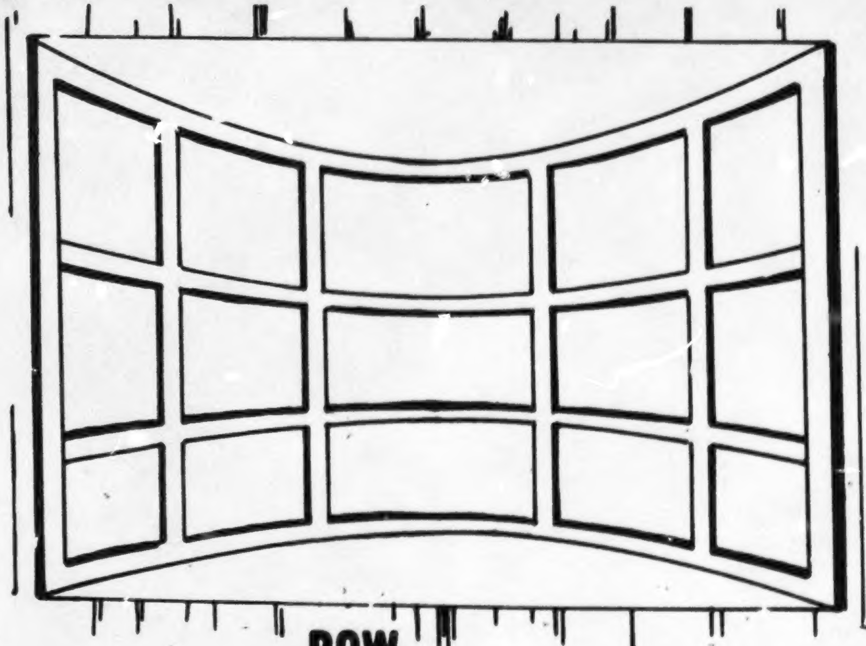
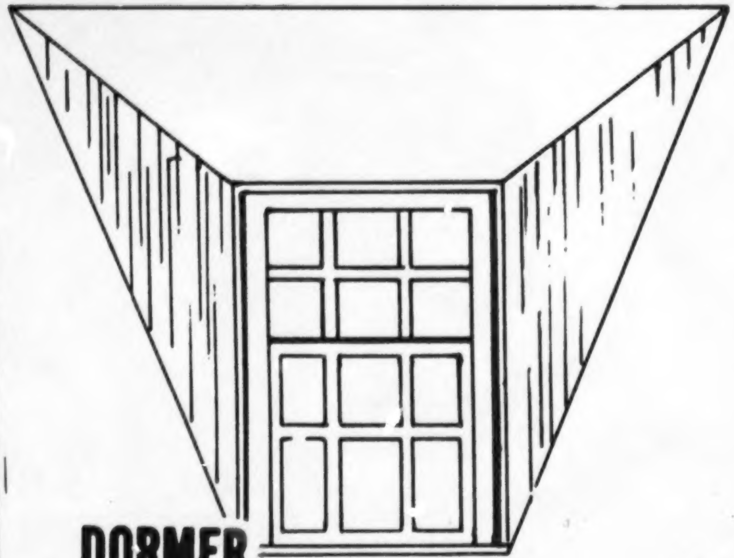
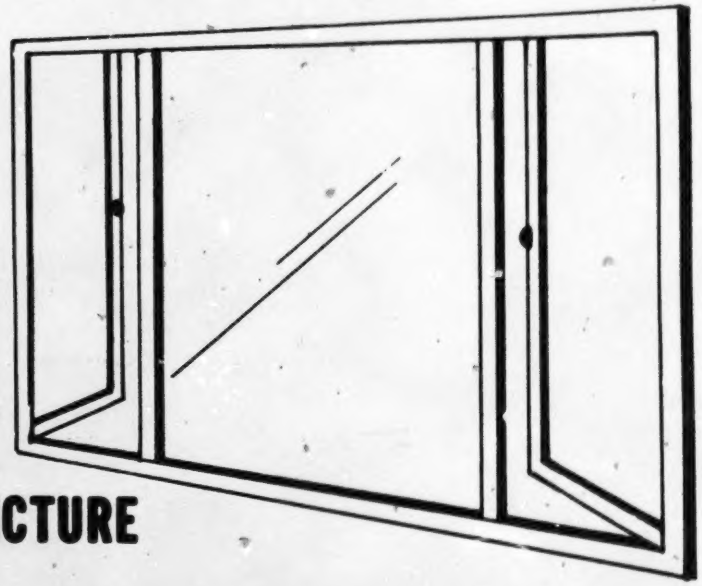
TYPES OF WINDOWS



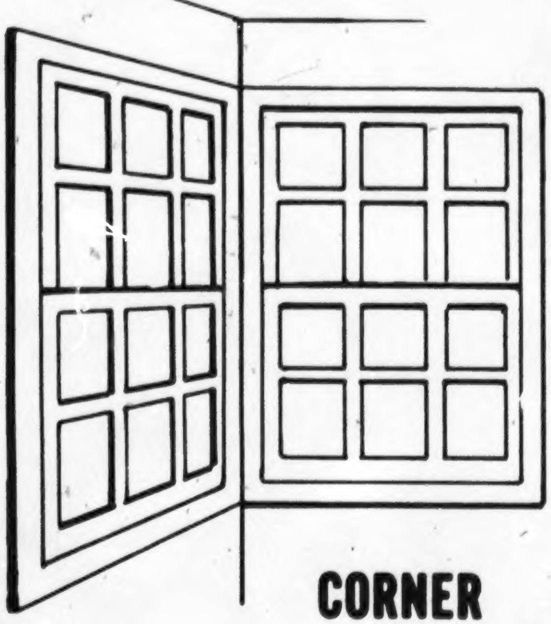
BOW



DORMER



PICTURE



CORNER

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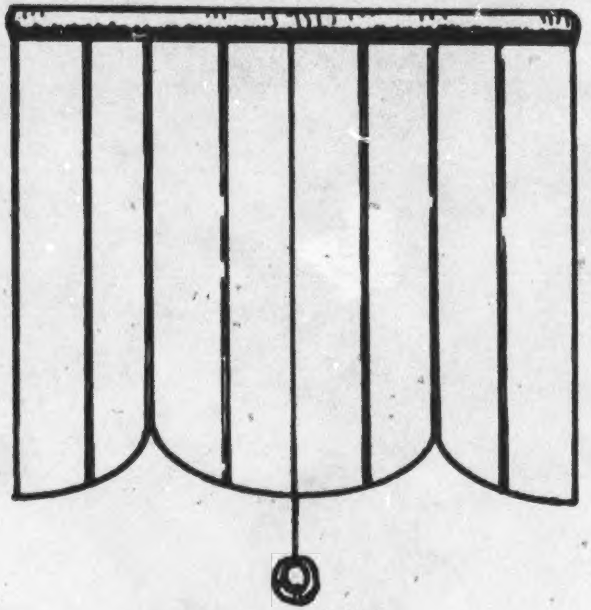
WINDOW TREATMENT



SHADE

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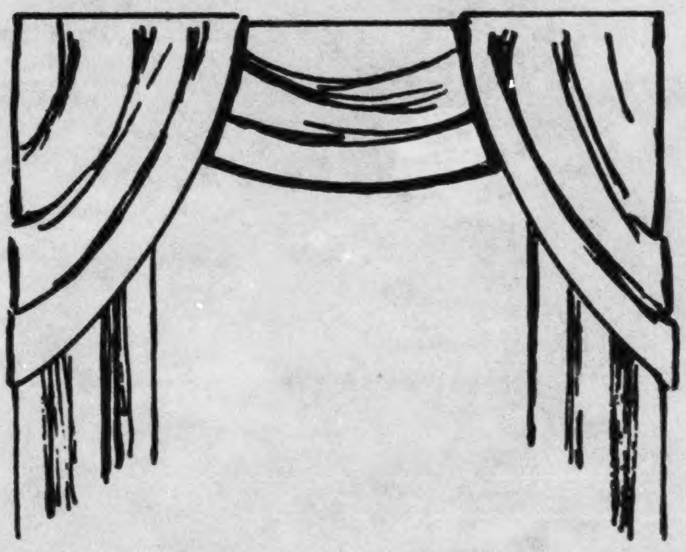
WINDOW TREATMENT



VALANCE

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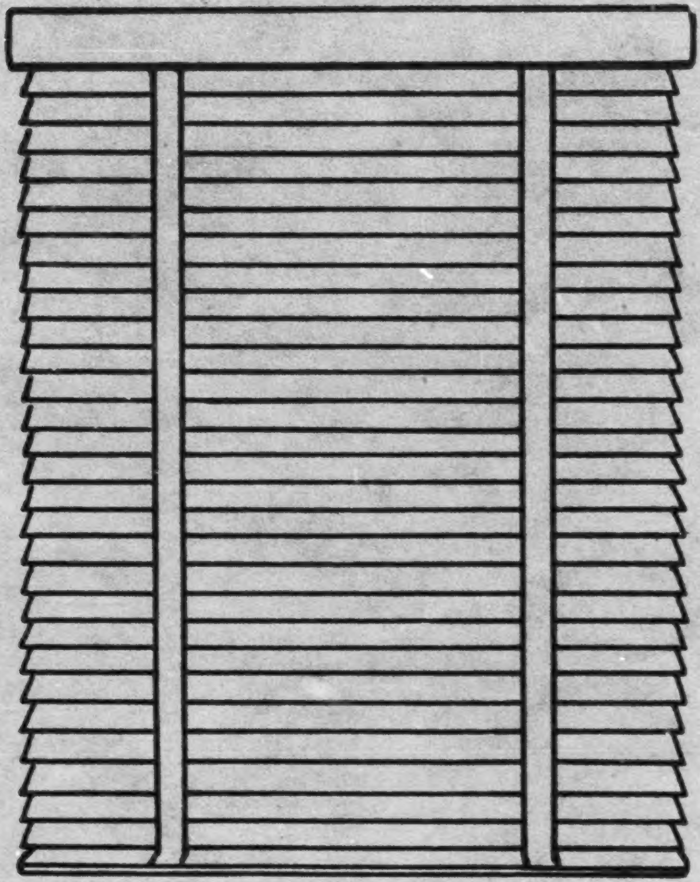
WINDOW TREATMENT



BLINDS

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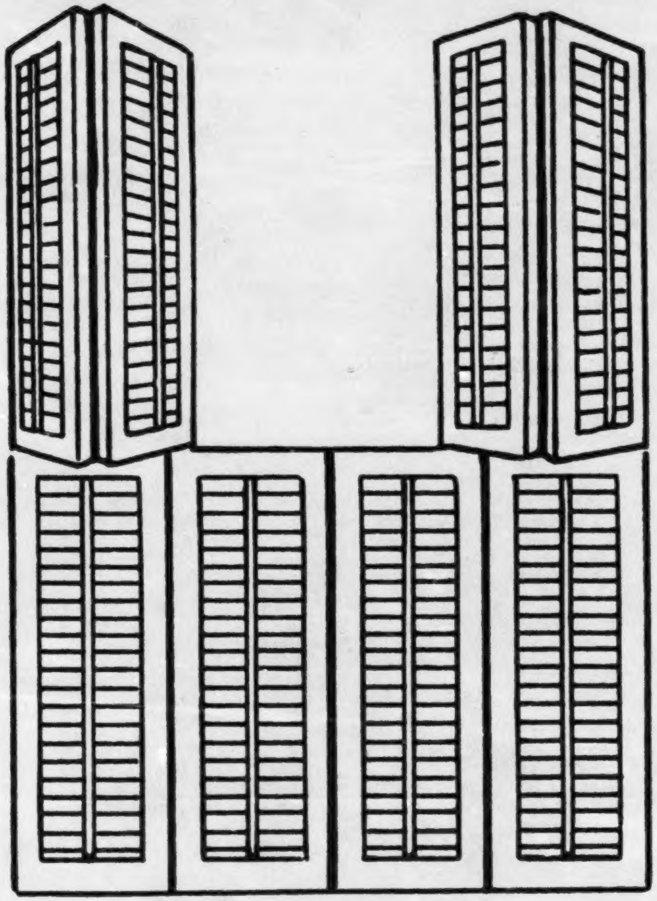
WINDOW TREATMENT



SHUTTERS

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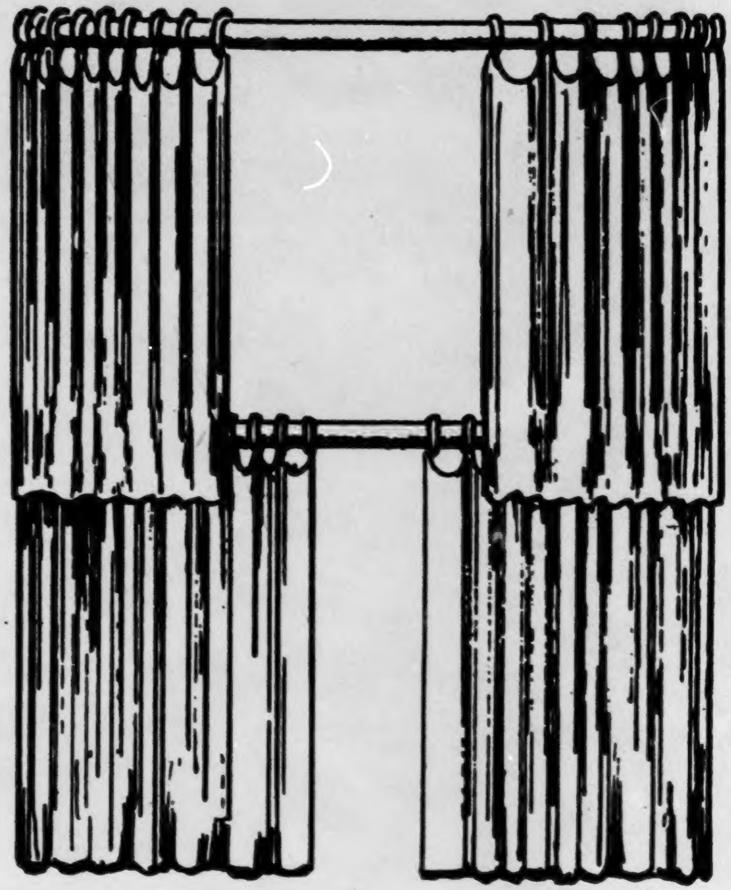
WINDOW TREATMENT



CAFE CURTAINS

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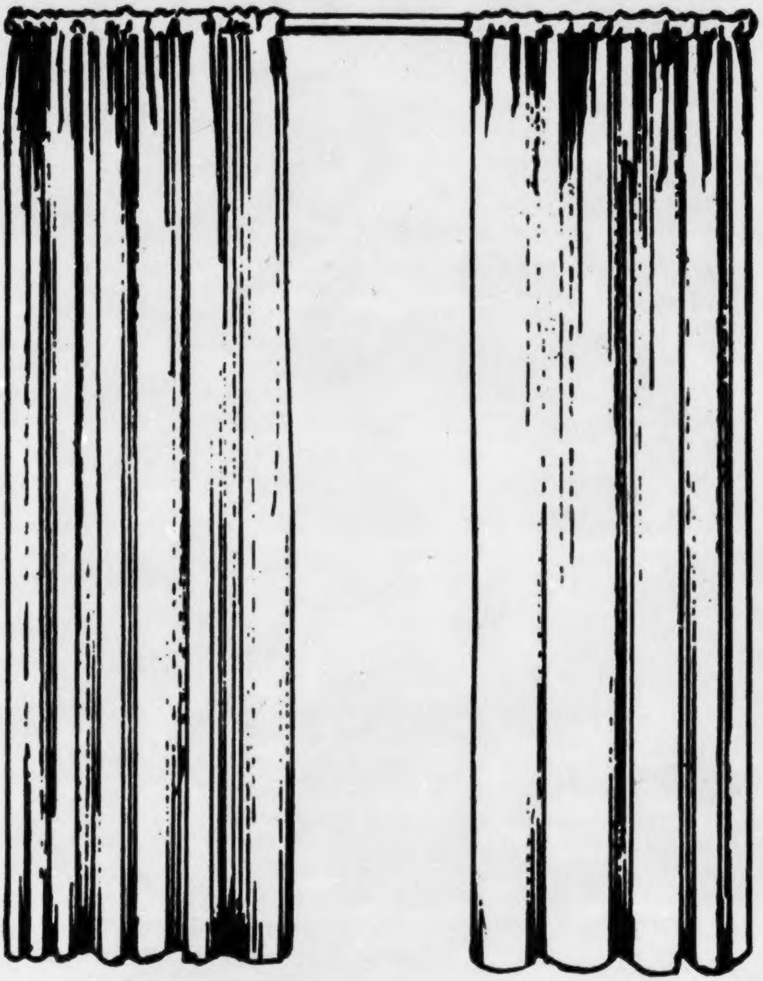
Module No. 9

WINDOW TREATMENT



SHIRRED DRAPERIES

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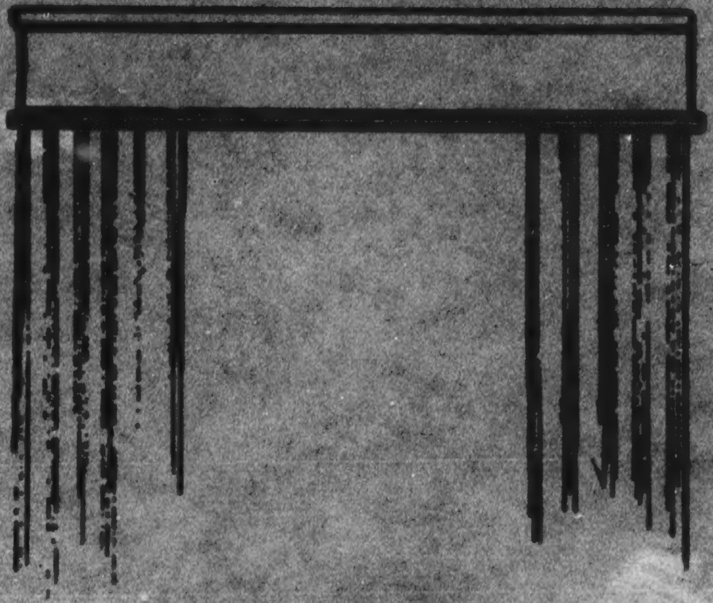
Module No. [illegible]

WINDOW TREATMENT



CORNICE

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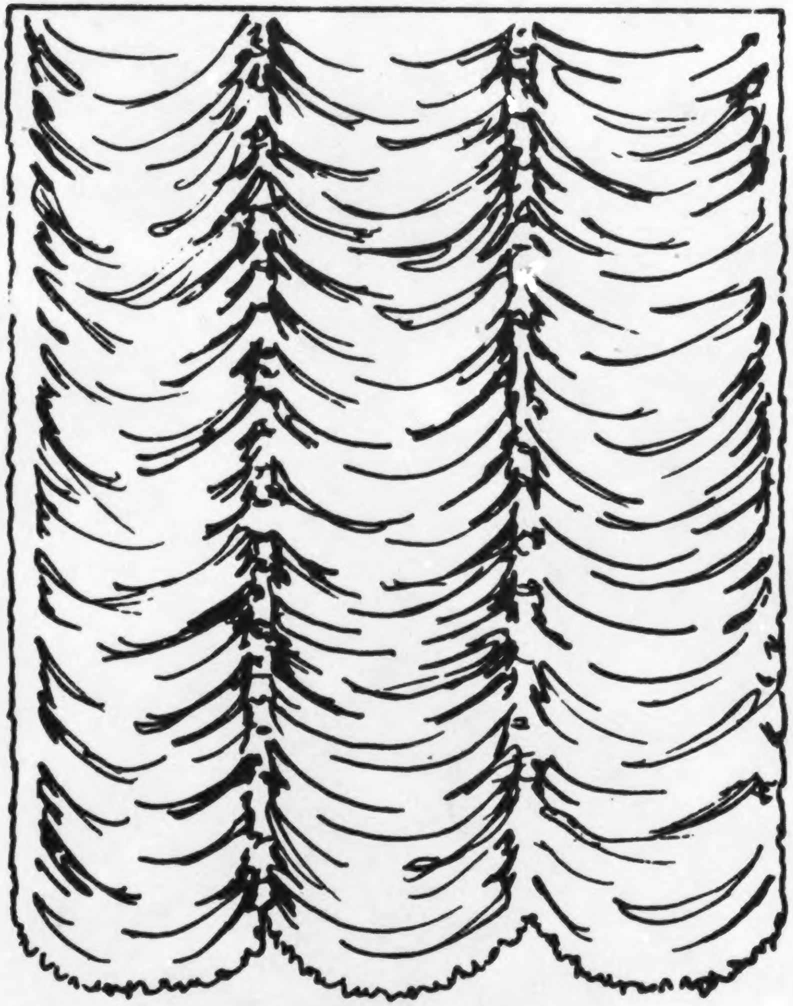
Module No. 9

WINDOW TREATMENT



AUSTRIAN SHADES

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